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# PRODUCTIZATION OF A TRAINING CONCEPT

- Case Kolmikkannalla Kasvuun a labor market training concept



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# MASTER'S THESIS | ABSTRACT

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## PRODUCTIZATION OF A TRAINING CONCEPT

The subject of this Master's thesis was the productization of a training concept based on best practices and a developmental point of view. As background and case reference there are *Kolmikkannalla Kasvuun (KKK)* – labor market training concepts, and the theories of productization and adult education. The aim was to identify the main success factors of KKK training concepts and to describe the productization process based on them. KKK labor market trainings are carried out at Turku University of Applied Sciences in the faculty of Technology, Environment and Business (TYT). The goal of the description of the productization process of a training concept is to increase the overall understanding of the benefits of productization, its enablers and possibilities, activate productization work at Turku University of Applied Sciences (TUAS), and to offer a framework for productization work in TUAS internally and activate the training export business.

The viewpoint of the thesis is the customer-oriented approach, related to student satisfaction and measured successful results of training. In this thesis, service offering is contrasted with training offering and students are with the customers. The customer-oriented approach was taken as the hypothesis for successful training concept execution.

The thesis writer of this Master's thesis has limited the KKK concept research study to cover the training and on-the-job learning parts of the whole concept. The preparatory work part in the concept – student selections for trainings and student–company matching work is out of the research scope. Students represent the main customers in the training. Companies that participated in the KKK training are represented via the students; they are not handled as the direct customers in the thesis.

The thesis writer was closely involved in the trainings as an observer. The thesis writer's role in the concept was to be the main teacher, responsible for the KKK concept's overall management. The thesis writer considered students' feedback, and comments from companies who were involved in the trainings.

### KEYWORDS:

Productization, KEKO labor market training, modularization, customization, knowledge, training, education, tacit knowledge, on-the-job learning, contact lessons, progress, framework, innovation pedagogy, small-and-medium sized company, service offering

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## KOULUTUSKONSEPTIN TUOTTEISTAMINEN

Opinnäytetyön aiheena oli koulutuskonseptin tuotteistaminen perustuen parhaisiin käytänteisiin ja kehitysnäkökulmaan. Taustana ja tapaustutkimuksena on käytetty Kolmikannalla Kasvuun (KKK) – työvoimakoulutuskonsepteja, tuotteistamisen- sekä aikuiskoulutuksen teorioita. Tutkimuksen tavoitteena oli tunnistaa oleelliset KKK koulutuskonseptin menestystekijät ja kuvata niiden avulla tuotteistamisprosessi. KKK työvoimakoulutukset on järjestetty Turun ammattikorkeakoulussa Tekniikka, ympäristö ja talous tulosalueella (TYT).

Koulutuskonseptin tuotteistamisprosessin kuvauksen päämääränä on lisätä kokonaisvaltaista ymmärrystä tuotteistamisen hyödyistä edellytyksistä ja mahdollisuuksista, aktivoida tuotteistamistyötä Turun ammattikorkeakoulussa (TUAS), ja tarjota viitekehys tuotteistamistyöhön TUAS:n sisällä ja edesauttaa koulutusvienti liiketoimintaa.

Tutkimustyön näkökulmana on asiakaslähtöisyys, liittyen opiskelijatyytyväisyyteen ja koulutuksen todennettuihin onnistuneisiin tuloksiin. Tässä tutkimuksessa palvelutarjonta on rinnastettu koulutustarjontaan ja opiskelijat rinnastettu asiakkaiden. Asiakaslähtöisyys on ollut tutkimuksen oletuksena onnistuneen koulutuskonseptin toteutuksessa. Tutkimuksen suorittaja on rajannut KKK konseptin kokonaisuudesta tutkimuksen kattamaan koulutuksen ja työssä oppimisen alueet. Konseptin valmisteleva työ – opiskelijavalinnat ja opiskelija – yritys parien muodostaminen eivät sisälly tutkimukseen.

Opiskelijat edustavat koulutuksessa pääasiakkaita. KKK koulutukseen osallistuvat yritykset ovat edustettuina opiskelijoiden kautta; heitä ei ole käsitelty välittöminä asiakkaina tutkimuksessa. Tutkimuksen pohjana on tapaustutkimus. Tutkimus on toteutettu toiminnallisena tutkimuksena, jossa tutkimuksen suorittaja oli läheisesti sitoutunut koulutukseen tarkkailijana. Tutkimuksen suorittaja oli päävastuullinen KKK konseptista ja toimi pääopettajana koulutuksessa. Tutkimuksen suorittaja huomioi opiskelijapalautteet ja kommentit koulutukseen osallistuvilta yrityksiltä.

### ASIASANAT:

Tuotteistaminen, KEKO työvoimakoulutus, modularisointi, kustomointi, tieto, koulutus, sivistys, hiljainen tieto, työssä oppiminen, lähiopetus, kehitys, viitekehys, innovaatiopedagogiikka, PK yritys, palvelutarjonta

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## LIST OF ABBREVIATIONS

ADP	Automatic Data Processing
ATO	Assembly To Order
ETO	Engineer To Order
FEC	Further Educated with Companies
ELY	Elinkeino, Liikenne ja Ympäristö
ICT	Information, Communication and Technology
KEKO	Kehitys ja Koulutus
KEJO	Kehitysjoukot
KKK	Kolmikannalla Kasvuun
MTO	Make To Order
ODP	Order Decoupling Point
OPAL	Opiskelijapalaute
OPP	Order Penetration Point
RDI	Research, Development and Innovation
TUAS	Turku University of Applied Sciences
TYT	Tekniikka, ympäristö ja talous
SECI	Socialization, Externalization, Combination and Internalization
SMS	Small and Medium Sized Company

# 1 INTRODUCTION

The term productization has taken its place in learning institutions also in terms of training offerings and to strengthen the sales of trainings. There is a strategic pressure at universities of applied sciences to strengthen the sales of trainings to improve their economic situation. Trainings that are targeted at companies are often tailor-made. Tailoring is an expensive way to build the training and it ties a lot of resources. Universities of applied sciences have a broad selection of ongoing trainings that could be utilized more cost-effectively in a broader scale. The utilization of the training selection requires transparency and total understanding of a training offering platform and active cooperation between faculties and study programs.

In the changing economy situation in the world of education, the government has decreased the amount of funding to universities; hence TUAS has to get more external funding and sales revenue by enhancing the sales of trainings. Productization as an approach and method for service development has been researched recently. The method has been taken into use in business and also in the public sector. The fundamental targets in service productization are to improve the efficiency and total profitability of the company and customer satisfaction. TUAS' strategic goals are: regional development, economy, processes and structures and competence.

Parantainen (2007) defines different phases towards service productization as such: when the service is formed and can be duplicated further. In different tailor-made trainings, there similar elements can be identified that are repeated in the longer run.

Productization of a training concept in learning institutions requires both internal and external process understanding, definition and involvement. The thesis writer handles the training concept productization process from the best practices' viewpoint. *“How to productize a training concept from the viewpoint of the best practices and feedback?”* The word *how* lead the thesis writer to research

different methods to describe the productization process. The thesis writer got to know an article on a framework of modularity and customization (Bask, Lippinen, Rajahonka & Tinnilä, 2011). The framework consists of perspectives on service offering, service production and production network. The framework of modularity and customization together with the main elements from the theory of productization were adaptable to productization work.

## 2 BACKGROUND AND THE RESEARCH PLAN

*Kehittäminen ja Koulutus* (KEKO) labor market trainings have been carried out in Finland since 1993. KEKO and Further Educated with Companies (FEC) are identical in structure, and both names are used for labor market trainings. Later in the thesis they are referred to with the name KEKO.

The training concept is executed in cooperation with companies that have recruitment and business needs. KEKO training consists of on-the-job learning and supportive contact studies. In the beginning the name of the training was *Kehitysjoukot* (KEJO). The leading thought behind the training arose from the early 1990's economic depression when especially big companies lay off large numbers of people. The know-how of those people could be utilized in small- and medium-sized (SME) companies which could not afford hiring new employees but needed to be able to develop their processes and operations.

The KEJO training was one solution for matching skilled unemployed people and SMEs' requirements. In time, this leading thought was changed to be more versatile, as it was noticed that SMEs could rarely formulate any clear development projects (Eräheimo, 2011).

From the year 1995, the training was named as KEKO. The basic idea was sharpened and it is still valid. In the market there is continuously a lot of prospective work that does not get completed as market-based because of the high employment threshold. The Centre for Economic Development, Transport and the Environment (later ELY Centre) is the main financier for the KEKO trainings, as they pay 2/3 of the costs and the companies that participate in the concept pay the rest, 1/3.

The KEKO training concept offers companies a riskless and economic way to find a suitable worker for their needs. For an unemployed person, the concept offers professional development and potential to find a workplace. Trainers face the challenge to offer suitable training content to enable and support the employment. To succeed, it requires understanding of students' professional

knowledge status and the requirements of the companies that are involved and capability to manage the challenges of the needs of a group of fifteen different participants.

At the beginning of the twenty-first century, Työ- ja elinkeinopalvelut (TE Services) in Uusikaupunki carried out an investigation project: *Increasing the volume of FEC training by new models of execution*. As a result of the investigation, two types of KEKO training models were suggested, where the focus was on the high personalization rate and quality of training (Eräheimo, 2011).

The unemployment rate has been increasing since the year 2008 when the economic depression started. In South-West Finland, the unemployment figures of summer 2013 show that Turku and Salo have the highest percentage (Figure 1). The high unemployment percentage in Salo is related to Nokia Oyj layoffs and in Turku, the shipyard layoffs.

The share of unemployed job applicants of workforce in South-West subregions in Finland between January 2006 and September 2013

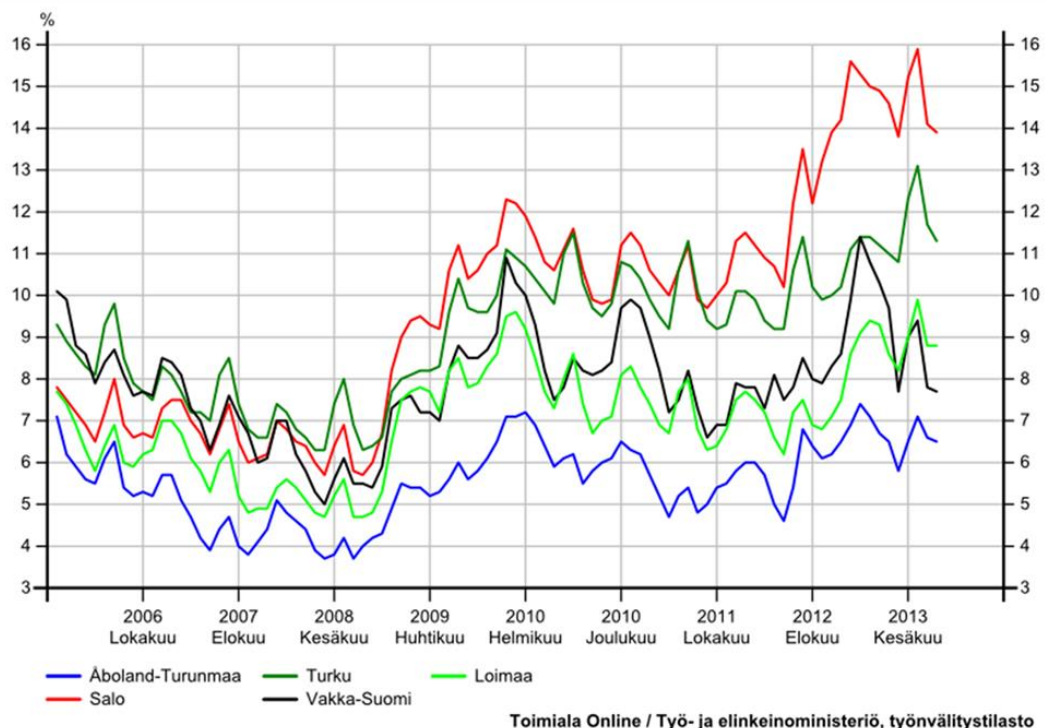


Figure 1. Sector Online / The Finnish Ministry of Employment and the Economy, Employment Service Statistics.

The change trend of the number of employees by field of business between years 2000 and 2011 shows the radical dropout in the field of industry in Southwest Finland (Figure 2). The figure shows that in the past years the fields of business: industry, construction, wholesale and retail and other services have a similar trend of change in the number of employees.

The change of the trend in the number of the personnel by the main business sectors between 2011 and 2013

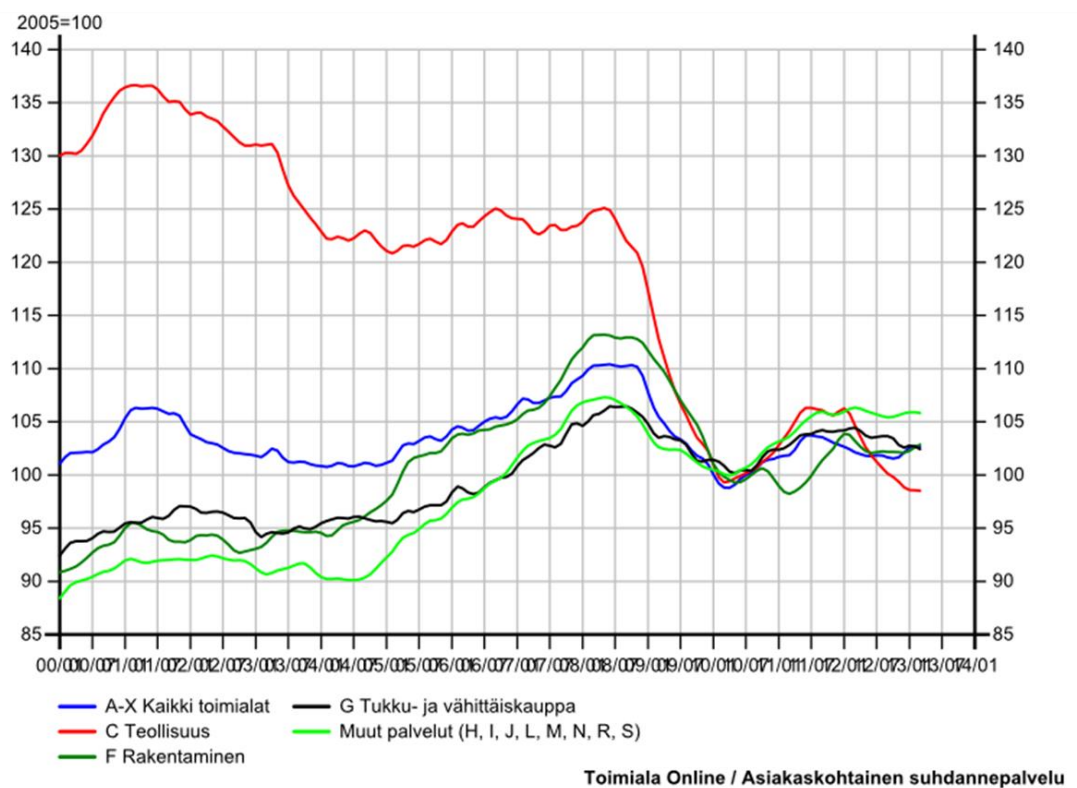


Figure 2. Sector Online / Client-specific economic service.

The number of places of business in the year 2011 in South-West Finland (Figure 3) shows that agriculture and forestry was the biggest employer, industry was the fifth and the smallest employer was the public government and national defence.

The number of places of business in Southwest Finland in 2011

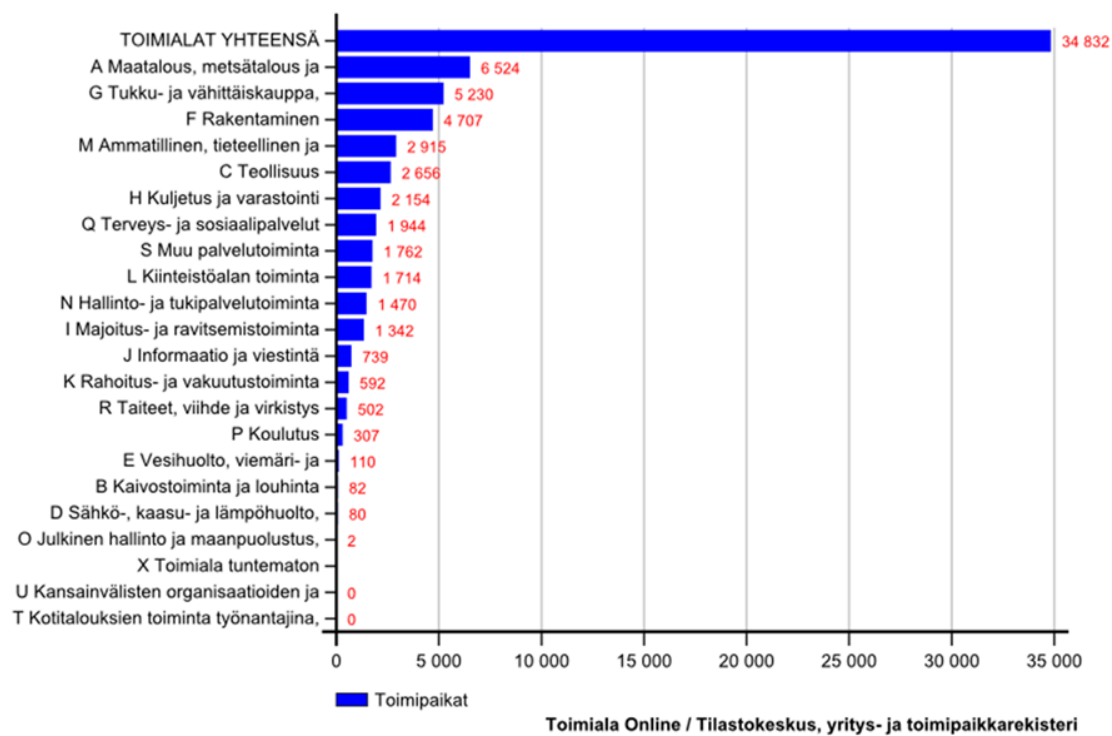


Figure 3. Sector Online / Statistics Finland, Business Register.

TUAS has carried out labor market trainings since the year 2003. The faculties of Health and Well-being, Business, ICT and Life Sciences and TYT have executed over forty labor market trainings in total. There is a huge potential to share best practices with faculties, lessons to learn and cooperation in terms of labor market trainings for TUAS to benefit. TUAS' long experience in arranging and executing labor market trainings creates good preconditions for training concept productization. Productized training concepts can give TUAS a head start position to become a regular provider of labor market trainings by branded "TUAS training products".

The Faculty of TYT has executed three KKK KEKO trainings. The continuum of three KEKO concept executions is the enabler and driver for the training concept productization work.

In the center of the KKK training executions is continuous development work, customer-oriented approach, quality, a cost-efficient way of doing and profitability.

The objective of the thesis is to productize a training concept by defining the core elements of the productization process. In the research framework, the focus is to identify the quality elements of the training concept, describe them and position them in the training concept totality. The three KKK training concepts have provided the foundation for the continuum of the development process analysis, corrective action work and follow-up.

The thesis outcome is a described productized KKK labor market concept. The description is a framework tool for productization work. The thesis consists of the following parts: theory of productization and adult education, analysis of KKK case feedbacks, description of productization of a training concept. The research question is: *“How to productize a training concept from the viewpoint of the best practices and feedback?”* Additional questions that are expressed in the research material are:

- How to identify the main quality elements of the training?
- How to represent the findings?
- How to describe the findings for further utilization?
- What are the competitive advantages of the training concept?

The research strategy was case study. The used research methods were: activity analysis, committed observation and descriptive research. As a framework in thesis were theories of productization and adult education.

The research material consists of students' verbal feedback, which was collected twice every training. The thesis writer got daily feedback after the training days and during training sessions. Companies' occasional feedback is observed in the development work. There was no regular feedback collection from companies, but regular KKK meetings were held twice in connection with the trainings with the companies, students and trainer.

Mr. Petri Järvinen (2014), the representative of ELY Centre, is interviewed on labor market trainings' future. He recounted his experiences of KEKO trainings



and his thoughts on KEKO trainings' future requirements. The thesis writer has made observations during the training: in PSP discussions (personal study plan), in KKK meetings with companies and students, during contact trainings, from e-mail discussions and from discussions with KKK trainers. Active participation enabled continuous feedback analysis, corrective action work and follow-up.

Descriptive research is used based on the trainings concept's periodic structure. The structure is divided in contact lessons and on-the-job learning. It forms a frame of characteristics of the progress during the training, and contains professional development versus proper training offering. The productized training concept or parts of it will be applicable in different training programs inside TU-AS and for concept export use. The description of the productization training process is a framework that helps the training concept productization work.

### 3 PRODUCTIZATION OF EDUCATIONAL SERVICES

#### 3.1 Definition of productization

The term “productization” has several definitions. One definition describes that productization is a refinement process where know-how and knowledge become a deliverable vendible service product (Parantainen, 2007).

Brand creation, new innovations and service concepts can be the result of successful productization work where customer needs have been the drivers (Lehtinen & Niinimäki 2005). Development of competitiveness and innovativeness in business requires systematic service development. Service innovations can be new, or significantly renewed services that give benefit for the developer or the company and can be multiplied for many customers. Productization is one solution for improving business. Productization’s core elements are: service definition, standardization, systematization and reification (Jaakkola, Orava & Varjonen, 2009). Companies first need to define what services they should offer in order to achieve the set business targets. The service offering is easier to do by categorizing the services. Service categories should be defined from the customer’s viewpoint. It is easier to deal with the customers when the service categorization is based on their benefits, not just on the company processes. After the service definition, work services should be evaluated as single services – and on a total service offering level (Jaakkola, Orava & Varjonen, 2009).

An essential part of the services and the whole business development are the follow-up and measuring phases. Each development project needs to have clear targets with principles on how to reach them. Quality and productivity are perquisites of the value creations for customers and companies and essentials of productization (Figure 4). The variety of quality of service, productivity and economical profitability are examples of dimensions with which productization project success can be measured inside the company. The goals of productization can be, among other things:

- Improvement of customer satisfaction
- Reduction of variations of quality of service
- Facilitation of marketing and sales of service
- Improvement of profitability of service
- Insertion of growth
- Improvement of efficiency and total profitability of the company.

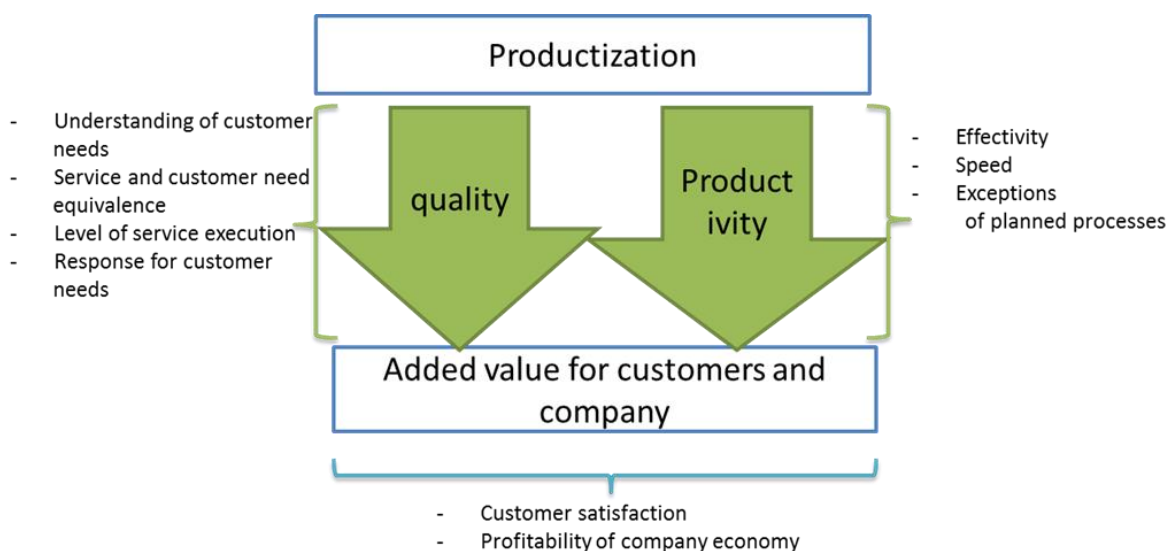


Figure 4. Targets for productization and some follow-up and measuring objects (Jaakkola, Orava, Varjonen 2009).

Parantainen highlights the importance of the documentation in a successful productization process. Documentation ensures that productization is not dependent on human-based knowledge or information. With the help of documentation, the service can be copied regardless of who is the producer. Documentation can be seen as a core requirement for successful productization. Parantainen has defined six phases towards productization:

1. Some of the operation models stand out from the totality
2. Service begins to be formed
3. Content of the delivery becomes stable

4. Service becomes duplicated as a heritage
5. Service becomes duplicated outside the company
6. Service turns to retail (Parantainen, 2007).

In the first phase, some of the operation models stand out from the totality. In the core, the good practices are started to be copied and will be repeated similarly from project to project. In the second phase, the service begins to be formed, meaning that the price level and the name of the service are defined. In the third phase, the content of the delivery becomes stable enough to be able to fix the price. On the fourth level a crucial phase can be seen, where the service starts to duplicate as a heritage, meaning that the specialist can train the younger colleagues to produce the service. When the service starts to duplicate outside the company, it is done consciously, and documentation is a requisite. When the service becomes retailed there is the possibility to license the service and to deliver it through the partner network. After the six phases comes the turn to the franchising concept model (Parantainen, 2007).

Kotler (1995: Parantainen, 2007) has defined the commercialization process and its four main aspects as follows: when, where, to whom and how. He underlines the importance of exact timing, geographical strategy, target customers and strategy of introducing of the product to market (Diaz, 2014: Parantainen, 2007).

Parantainen (2007) has pictured the productization and core product relation to each other (Figure 5). To separate the core product and productization from each other, it helps the productization work and customization possibilities. One product can be refined for several customer needs by product development. Parantainen (2007) takes an example from security trainings, where the training producer could wrap up same security related trainings differently for different business sectors. Productization is about gathering the layer around the core service that, on the other hand, differs from competitors' service, and on the other hand converts to the precision solution for different customer needs (Figure 5).

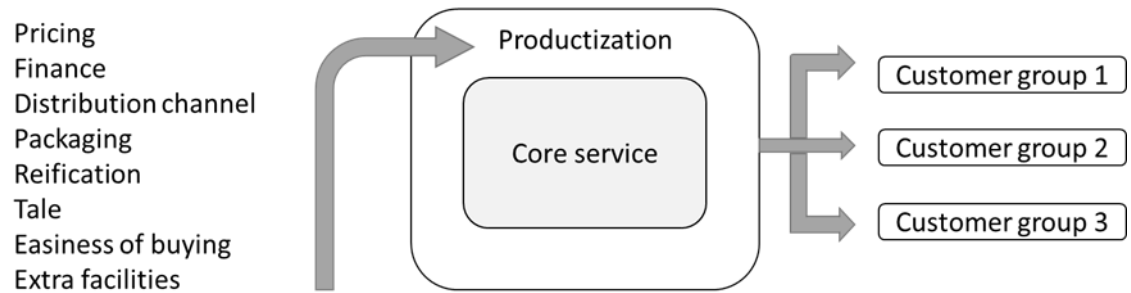


Figure 5. Productization built around the core service (Parantainen, 2007).

Already in 1999, Sipilä wrote about internal and external productization. Customers can see the concrete version of productization whereas the company's internal development is invisible for them (Figure 6). Systematization of the internal activity can be seen as a requisite for external productization.

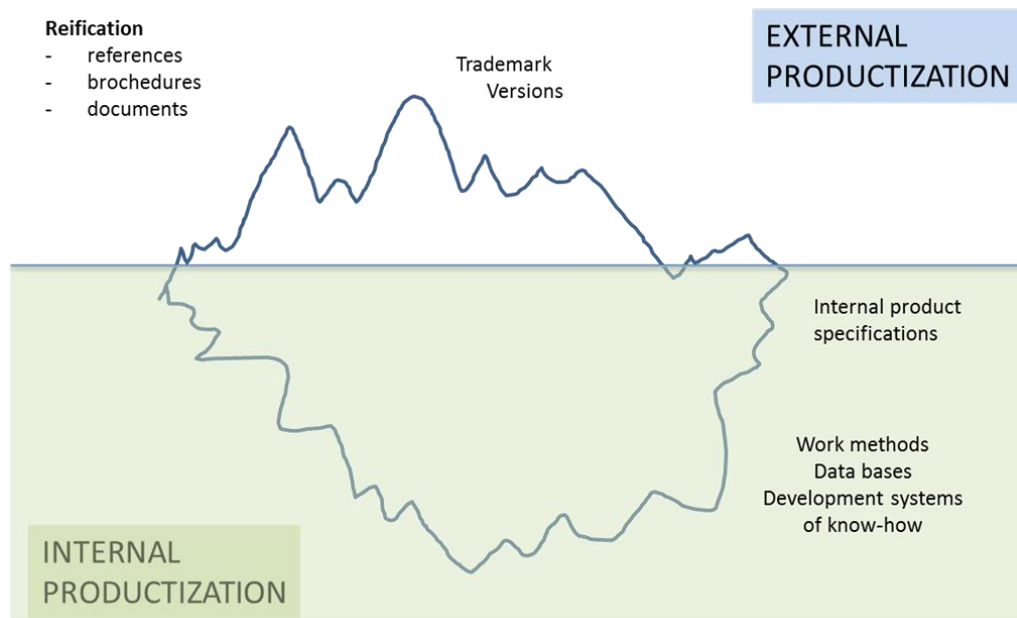


Figure 6. Internal and external productization in a specialist service (Sipilä 1999).

Internal productization can typically be executed faster than external productization. By systematic and efficient internal productization more time can be released for customer interface. Sipilä (1999) summarizes that efficient and high-quality productization requires continuous development work from service description to result measuring and reacting to them.

Tuulaniemi (2013) contrasts the service process to a theatre metaphor that is comparable to Sipilä's internal and external productization theory. The front stage is a service stage that is visible for customers. The back stage is the service production that is invisible for customers. The processes of service producers are in the back stage. The contact points between the stages are visible to the customers, but the processes are not. Both stages are needed for successful service production.

To build up the brand for a productized service is a big effort and takes time. It requires long-lasting work through the whole service process, not just concentration on the product or the service itself. Successful branding will not happen by ways of traditional marketing; marketing is one part of the brand management. Distinctiveness is a core element in successful brand work and a competitive advantage for the company (Lehtinen & Niinimäki, 2005).

### 3.2 Core elements of service productization

Service can be seen as an interaction process between the service producer and the customer. Customer understanding is in the core of the service producing. Nowadays services are typically a part of a larger totality. Services are produced or used within other services. Customer understanding means that the service producers need to understand the reality where the customers live and operate. Service producers need to know the real motives of the customers and value based choices, expectations and requirements. Successful value creation for the customer is fulfilled when the needs, expectations, habits, opinions of other people, price of the service and the features of the service are understood and taken into account in service producing. Customer experience is also a

core element in services. The experiences can be divided in three levels: operations, feelings and meaning.

The operations level means the ability of the service to respond to customers' functional requirements, smoothness of the processes and versatility of the offering. The feeling level refers to the instant affections that customers get. The meaning level means the visions that services bring up, the personal view of experience. The operations level has to be fulfilled or else the service has no conditions to survive in market (Tuulaniemi, 2013).

"Is it possible to productize the interaction?" Sipilä (1999) asks. Sipilä highlights that different kind of interaction is needed in various phases in productization: *ability for interaction in consultation, technical capability, professional know-how in the planning phase and practical know-how in implementation.*

What is a service? Any physical product can be turned into a service if it is tailor-made for customer demands, or the way the customer is treated with an appropriately designed machine makes it a service (Grönroos, 2000). Gummesson has defined the service as follows: "A service is something which can be bought but which you cannot drop on your feet". In the 1990s, the following definition was proposed and it still exists: A service is a process consisting of a series of more or less intangible activities that normally, but not necessarily always, take a place in interactions between the customer and service employees and/or physical resources or goods and/or systems of the service provider as solutions to customer problems (Grönroos, 2000). Some common characteristics of services have been suggested in the literature, and for most of them there are three basic characteristics that are identical:

1. Services are *processes* consisting of *activities* or a *series of activities* rather than *things*.
2. Services are at least to some extent *produced and consumed simultaneously*.
3. The customer *participates in the service production process* at least to some extent (Grönroos, 2000).

Grönroos (2000) has described a seven-item list of good perceived service quality, based on outcome, process and image criteria:

1. Professionalism and skills (outcome-related criteria)
2. Attitudes and behavior (process-related criteria)
3. Accessibility and flexibility (process-related criteria)
4. Reliability and trustworthiness (process-related criteria)
5. Service recovery (process-related criteria)
6. Service cape (process-related criteria)
7. Reputation and credibility (image-related criteria).

Accessibility and flexibility mean that customers can feel that the service provider, its location, operating hours, employees, and operational systems are designed and operate so that it is easy to access the service and that the service provider is prepared *to adjust to the demands and wishes of the customer in a flexible way* (Grönroos, 2000).

Reliability and trustworthiness mean the ability to perform the promised service dependably and accurately. In a broader scale it covers the delivery, service provision, problem resolution, and pricing. (Ziethaml, Bitner & Gremler, 2013).

Customer focus should be in the center of any service or goods production. From the companies' point of view, it means that all strategies and implementations should be done "as the customer would do". Customer orientation in service production starts from understanding the customer. Listening to the customer is the main success element in business based on customer gap analysis (Ziethaml, Bitner & Gremler, 2013). Quinn (2010) underlines that to be able to listen to the customer requires a skill: the ability to listen. Quinn (2010) claims that the ability to listen is hard work for any company and only a few can do that well. For effective listening, there needs to be a systematic way to do that, such as: customer panels, comment forms, service desks, handling customer complaints positively, customer enquiries, managerial staff accessible to customers, formal market research and media comment. The higher the organization hierarchy level is, the less direct listening to the customer there is (Quinn, 2010).



In successful service productization the customer orientation approach is the core element throughout the whole productization process. Listening to the customer and the ability to understand the customer's requirements in different phases of productization process are an enabler for profitable and quality service. Grönroos (2000) defines seven quality success factors for a service: outcome-related, process-related and image-related criterias can be used as directions and metrics for service quality. Customer-oriented operations demand good interaction skills and the ability to use them (Sipilä, 1999).

There are three main basic ways for pricing services and products. Cost based, market-, competition-, and customer-based pricing and own objectives and goals-based pricing. Typically all these types of pricing affect price forming. In cost based pricing, the basis comes from the service production costs plus funds or the profit target of the company. In market-, competition-, and customer-based pricing, the price is based on the market price level. The market price level is based on many factors and is not very simple to define or easy to find. Own objectives and goals-based pricing is typically used when a company has a monopoly status. Social pricing is also in this category. Social pricing is used in public services where the price level is per se low (Sipilä, 2003).

In marketing professional services it is essential to identify the current customer group that is wanted to be retained and set new business targets. In a new business situation, consciousness and reference network are crucial. Marketing should be based on the company's strategy. It is easier to market a productized product than a vague project. Productization is tightly related to marketing, but they can be executed separately. Over the years, marketers have overemphasized the implementation of a marketing plan instead of marketing planning. Nowadays the trend is that marketers plan more and implement less. To be successful in marketing, both planning and implementation are required (Lehtinen & Niinimäki, 2005).

### 3.3 Models and methods of productization

Productization can be seen as a process. Lehtinen & Niinimäki (2005) write that productization is a progressive process, continuing in stages. Nowadays productization is related broader to product concepts in spite of single products. A concept can consist of tailor-made services. Tailor-made services are customer-oriented innovations, where the baselines are customer needs and required changes. Lehtinen & Niinimäki (2005) have described a model (Table 1) of Planning of productization process. The model consists of preparation, product formulation, marketing and follow-up and evaluation phases.

Table 1. Planning of productization process (Lehtinen & Niinimäki, 2005).

## 1. PREPARATION

Business idea definition

Categorizing and analyzing customer requirements

Creation of product catalogue. Definition of service offering per customer categories

Cost structure principals of the company department

Orientation of the productization

Training and benchmarking

Planning of productization

## 2. PRODUCT FORMULATION

Description of mainline service processes. Definition of main processes.

Identification of different alternatives for product formulation, single services and service packages

Building the product hierarchy, main service groups, service groups and services

Evaluation of current services and development based on the requirements and company strategy

Creation of mainline service descriptions

Clarification of cost factors and pricing

Creation of plain service catalog and registration of products

## 3. MARKETING

Execution of brochures based on service descriptions

Collection of introduction folder of the total offering and company strategy information

## 4. FOLLOW-UP AND EVALUATION

Generation of cost accounting systems that support service follow-up requirements

Follow-up of service consumptions, customer satisfaction, quality–price ratio success.

Product formulation is a crucial phase of productization. Lehtinen and Niinimäki (2005) emphasize the importance of building the product hierarchy: main service groups, service groups and services. The hierarchy definition helps in customer cooperation: in sales, in customization work and in overall business management and development. Identification of different alternatives for product/service formulation and hierarchy definition together are the baselines towards modularization.

### 3.3.1 Business Model Canvas

The Business Model Canvas is a tool for business model development and ideation. The tool helps to identify the essential business elements and illustrates the interactions between the elements. The Business Model Canvas makes concrete modelling of value creation for customers possible (Figure 7). The Business Model Canvas is divided in nine sections with related key questions. Value proposition is one of the sections. The questions are: "What value we create to our customers?", "What is the customer's problem we try to solve?", "What is the customer's demand we try to satisfy?", and "What kind of selection of services we offer to our customer group?" (Osterwalder & Pigneur, 2010; Tuulaniemi, 2013).

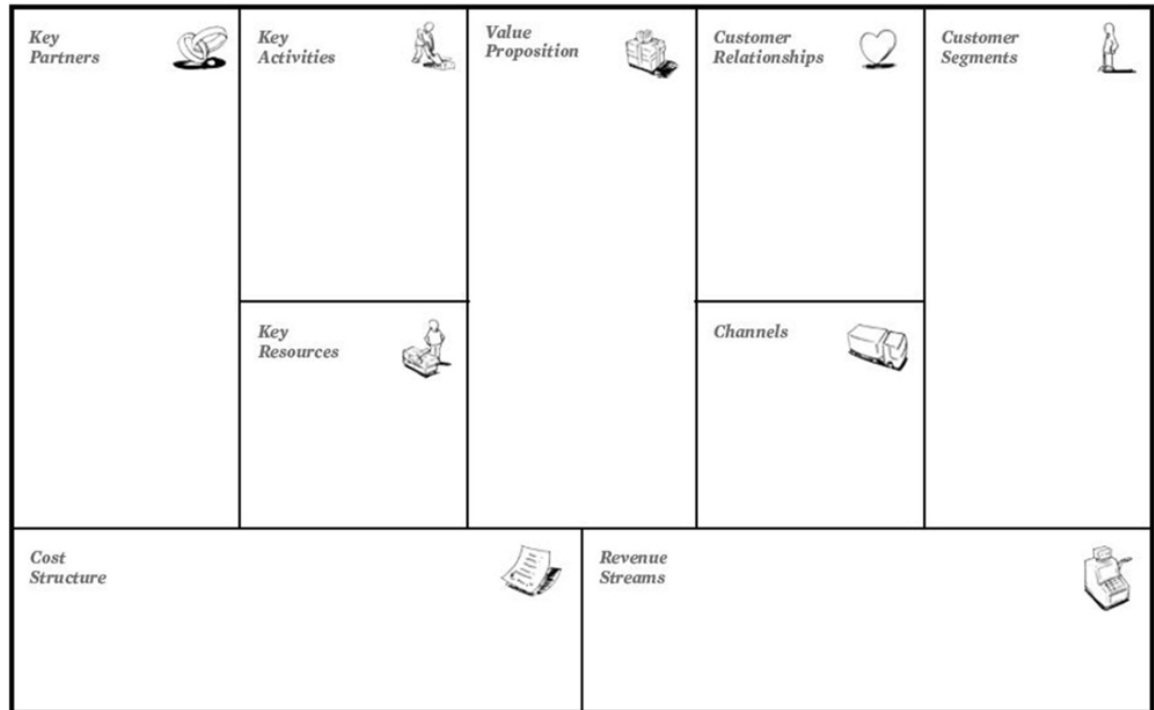


Figure 7. Business Model Canvas (Osterwalder & Pigneur, 2010).

The development of an existing business model is a profitable way to plan the business, based on Keeley's study. Innovation of a business model turns out almost a tenfold return (Tuulaniemi, 2013). By changing one or more of the Business Model sections it is possible to optimize by composing, developing and evaluating the influences of the changes.

The Business Model can be used as a tool to define the core factors in the preparation phase in the productization process that is described above. Customer related definitions, cost structure principals and the whole business idea modelling can be modeled with the Business Model Canvas.

### 3.3.2 Design thinking

Design thinking is quite a new idea that relates to productization. Lockwood (2009) has described design thinking as follows: "Design thinking is a human-centered innovation process that emphasizes observation, collaboration, fast learning, visualization of ideas, rapid concept prototyping and concurrent busi-

ness analysis, which ultimately influences innovation and business strategy.” Lockwood highlights that the objective of design thinking is to involve consumers, designers and businesspeople in an integrative process, which can be applied to product, service or even business design. He emphasizes consumers’ important role in the design thinking process. Consumer understanding and early involvement in the concept phase is the basis for innovation, problem solving and enablement. Lockwood (2009) describes design thinking from the point of view of overall company business development. He handles the topic from the points of view of constant change management and required continuous business development. “Design thinking starts by thinking about people rather than by thinking about things.” (Curedale, 2013).

Lockwood (2009) writes about Business Design and three important gears in it: deep user understanding, concept visualization and strategic business design (Figure 8). The first Gear describes the understanding of customers and other critical stakeholders. Lockwood (2009) summarizes the importance of the first Gear as follows: a deep dive with a broad lens in Gear one helps to reframe the challenges, define criteria for innovation and open up new opportunities to create value. Gear two is the Concept visualization. The core mindset in Gear two is “what could it be” with no constraints, only possibilities (Lockwood, 2009). Gear three describes strategic business design. Gear three explores and defines what it would take to make the “big idea” commercially visible. The third Gear entails prototyping, the business model to integrate the parts and assess the evolved activity system as a whole. It is critical for a company to identify the strategies that lead to success and to prioritize which activities an organization must undertake to deliver those strategies, to define the relationship strategically, operationally and economically (Lockwood, 2009).

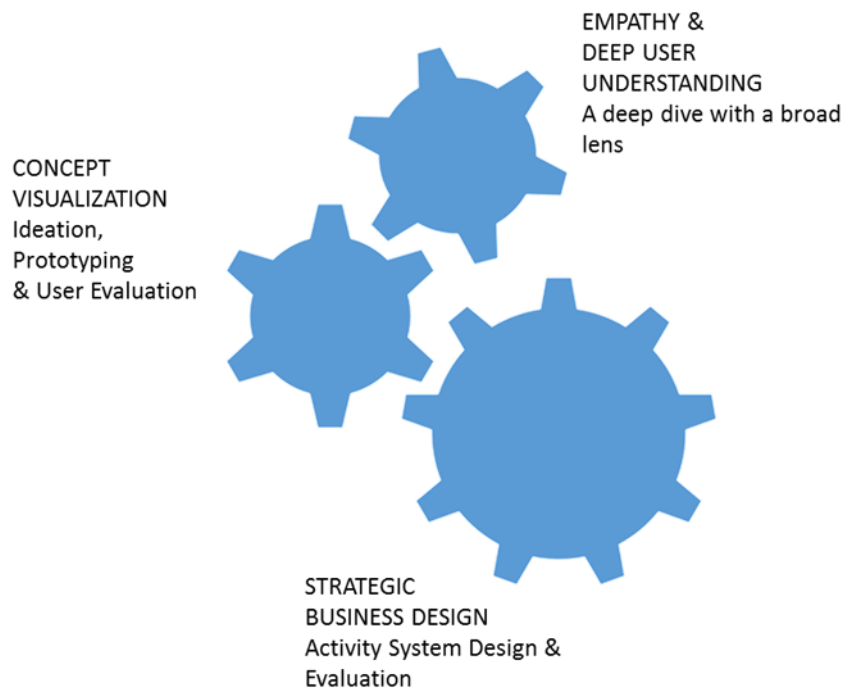


Figure 8. Three gears of business design (Lockwood 2009).

Design Thinking is driven by the optimistic belief that we can create positive change. Creativity requires optimism, believing that all problems have a solution. A willingness to try new things, experiment, prototype, give up on old ideas of ways of doing things is a generative activity. The word optimism is derived from the Latin word optimum, meaning “best”. Being optimistic, means that you believe that you will discover the best possible solution to a design problem. To create anything new requires a belief that there is a better way (Curedale, 2013).

Design Thinking can be used as a tool in several ways and in several situations, for example for help when facing problems with the design work (Curedale, 2013). Baeck & Gremett (2011) have defined the core attributes of design thinking (Table 2).

Table 2. Core Attributes of Design Thinking (Baeck &amp; Gremett, 2011).

<b>Ambiguity</b>	Being comfortable when things are unclear or when you do not know the answer	Design Thinking addresses wicked = ill-defined and tricky problems.
<b>Collaborative</b>	Working together across disciplines	People design in interdisciplinary teams.
<b>Constructive</b>	Creating new ideas based on old ideas, which can also be the most successful ideas	Design Thinking is a solution-based approach that looks for improved future results.
<b>Curiosity</b>	Being interested in things you do not understand or perceiving things with fresh eyes	Considerable time and effort is spent on clarifying the requirements. A large part of the problem solving activity, then, consists of problem definition and problem shaping.
<b>Empathy</b>	Seeing and understanding things from your customers' point of view	The focus is on user needs (problem context).
<b>Holistic</b>	Looking at the bigger context for the customer	Design Thinking attempts to meet user needs and also drive business success.
<b>Iterative</b>	A cyclical process where improvements are made to a solution or idea regardless of the phase	The Design Thinking process is typically non - sequential and may include feedback loops and cycles.
<b>Non judgmental</b>	Creating ideas with no judgment towards the idea creator of the idea	Particularly in the brainstorming phase, there are no early judgments.
<b>Open mindset</b>	Embracing design thinking as an approach for any problem regardless of industry or scope	The method encourages "thinking outside the box", it defines the obvious and embraces a more experimental approach.



The attributes have a similar customer oriented approach and customer involvement. Design Thinking follows the *iteration* process that is the basis for refining the service or product based on customer comments. *Iteration* can be assimilated to continuous development in service development. In the Design Thinking model, one method is *story telling*. Stories are persuasive and may help to sell the final design. “How to tell an effective story?” is described as follows: be honest, share a vision, use humor, share emotion, build trust, engage the audience, use striking imagery, etc. (Curedale, 2013). Design Thinking can be seen as a process of stages (Figure 9): an iterative, nonlinear process including revisits to different stages (Curedale, 2013). The process stages are described in a certain order, but revisiting the iteration process can possibly happen randomly. The testing stage is the latest in the process. Testing can cause revisits to the point of view stage and still cause revisits to prototype stage.

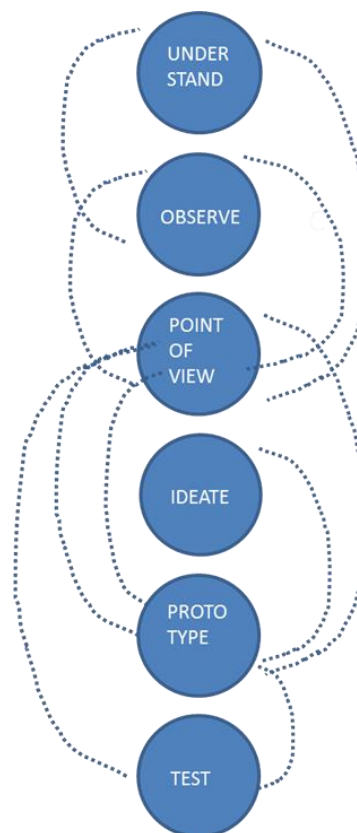


Figure 9. Design Thinking process (Curedale, 2013).

The Design Thinking process is an active process, enabling continuous development work. The Design Thinking process is also a model, for customer satisfaction improvement and customer-oriented business.

### 3.4 Modularization and customization

“Modularity is an attribute of a complex system that advocates designing structures based on minimizing interdependence between modules and maximizing interdependence within them that can be mixed and matched in order to obtain new configurations without loss of the system’s functionality or performance” (Langlois, 1992; Baldwin & Clark, 1997). The benefits of modularity have been discussed in literature broadly. In reviews three different units of analysis have been identified: product design modularity, production system modularity and organizational design modularity. Cost saving, ability to offer product variety, enhanced flexibility and simplification of complex systems are some of the mentioned benefits Campagnolo & Camuffo (2010) sum in their literature review. Very few studies have considered the different units all together. There is a place for future research to analyze how modularity may affect the simultaneous design of products, production systems and organizations (Campagnolo & Camuffo, 2010).

Bask, Lipponen, Rajahonka & Tinnilä (2011) have introduced a framework of modularity and customization from the service perspective. The history of modularity has roots in the software industry. In the car automotive industry modularity is widely studied. Bask, Lipponen, Rajahonka & Tinnilä (2011) introduce in their framework a combined model of service modularity and customization (Figure 10) by which different *customer service offerings*, *service production processes* and *production networks* can be analyzed in terms of both modularity and customization.

Degree of modularity	High	Modular regular  Predetermined productized services bundles that customer can choose from  Buy-to-configure	Modular customized  Mass customization, combining standard and customized modules  Buy-from-order
		Non - modular regular  Standard service, only few integrated options for the customer  Buy-from-store	Non - modular customized  Customization extends to early stages of the production processes and for example IT interfaces  Buy-from-tailor
		Low	High
	Low	Degree of customization	

Figure 10. A general framework combining service modularity and customization (Bask, Lipponen, Rajahonka & Tinnilä, 2011).

When a service is non-modular and a regular customer can only choose from the available alternative services that producer offer. The customer has no influence on the service specification. The situation can be defined as “buy from store”. When the service is modular and a regular customer can choose from the standard available selection of service modules, the customization level is low. The situation can be defined “buy-to-configure”. In this case, modular customized category customer can choose of a large selection of modules, standard and customized, for his/her needs. Customization is relatively high. This situation can be defined as “buy-from-order”. In a non-modular customized class, the situation is tailor-made. There is full customization where the customer is involved in the service process in the early phase and can affect the whole service (Figure 10).

In a manufacturing context, customization is often called “mass customization”, where modularity is one of the basic means enabling cost-efficient customization. Pine (2009) has defined mass customization as a strategy enabling low-cost production of high-variety, even individually customized goods and ser-

vices. Modularity is an important aspect for realizing mass customization (Bask, Lipponen, Rajahonka & Tinnilä, 2011). Customization is related to the order penetration point (OPP) or the customer order decoupling point (ODP). In manufacturing, OPP means the point where the product is linked to a certain customer order. There are different logics that describe the OPP point: MTS = make to stock, ATO = assemble to order, MTO = make to order and ETO = engineer to order (Figure 11). In the framework, the measurement of customization level in service production is the deepness of customer involvement, from the customer -experience point of view (Bask, Lipponen, Rajahonka & Tinnilä, 2011).

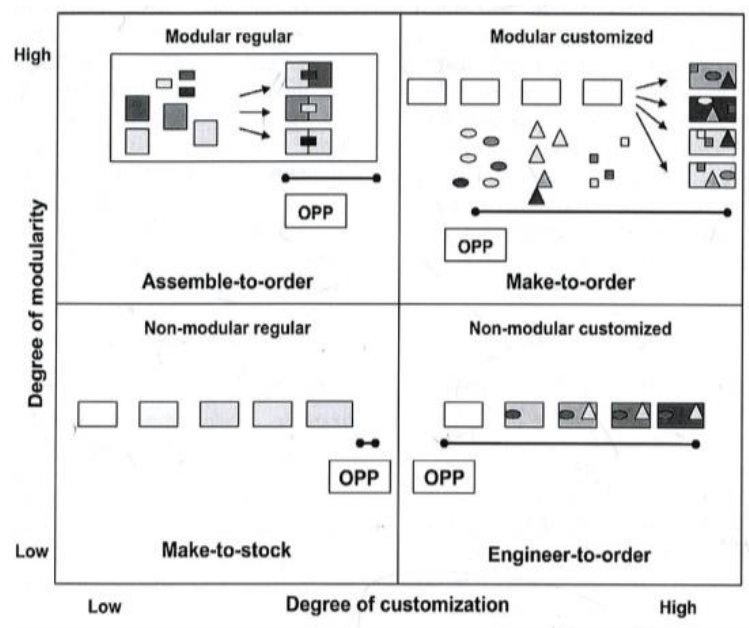


Figure 11. Combining modularity and customization from the service production perspective (Bask, Lipponen, Rajahonka & Tinnilä, 2011).

Process modularity is an enabler for breaking the process down into standard sub-processes and customization sub-processes to achieve the maximum flexibility. In a manufacturing environment, a modular production process structure enables flexible workstation changes, addition and re-arranging against customer order requirements (Bask, Lipponen, Rajahonka & Tinnilä, 2011).

The supplier network is essential in any manufacturing operation. The trend in car industry has been about increasing the role of first-tier suppliers and reducing the total number of suppliers (Collins et al., 1997). Manufacturing operations can be perceived in this context as training service offerings and the supplier network as trainer network in training offering. The connection between modular production and production networks, mainly suppliers, is essential. Modular manufacturing allows the manufacturer to involve suppliers and distributors in different roles in supply, assembly and distribution. The degree of the supplier's responsibility can vary from high to low depending on how customized or generic the networks are (Bask, Lipponen, Rajahonka & Tinnilä, 2011). When the network is non-modular and regular, the supplier's responsibility is limited and generic. In that case there is only a need for generic components that the manufacturer can buy from several suppliers. The supplier's responsibility for the final product is low, and the relationship between the manufacturer and supplier is purchasing-based, not outsourcing-based. In an opposite situation in Figure 12, in a modular customized case, the supplier's responsibility is high, as customized networks are used.

Degree of modularity	High	Modular regular  Supplier responsibility high Generic network	Modular customized  Supplier responsibility high Customized network
	Low	Non - modular regular  Supplier responsibility limited Generic network	Non - modular customized  Supplier responsibility limited Customized network
		Low	High
		Degree of customization	

Figure 12. Combining modularity and customization from the service production network perspective (Bask, Lipponen, Rajahonka & Tinnilä, 2011).

As a conclusion of the framework Bask, Lipponen, Rajahonka & Tinnilä (2011) emphasize that different strategies related to the degrees of modularity and customization can be right for different types of business environments.

Sipilä (1999) describes service structure as levels of a total service system offering towards part of a product. Figure 13 shows different levels of service offerings. The structure helps accomplish customer satisfaction. Companies have to decide what the rate of tailoring of the service is. Is the business strategy to sell total services or plain services? The decisions are the basis for relevant service pricing. The service system is in the outermost circle, one step inwards is service totality, the next step is the product and the last in the core is one part of the product.

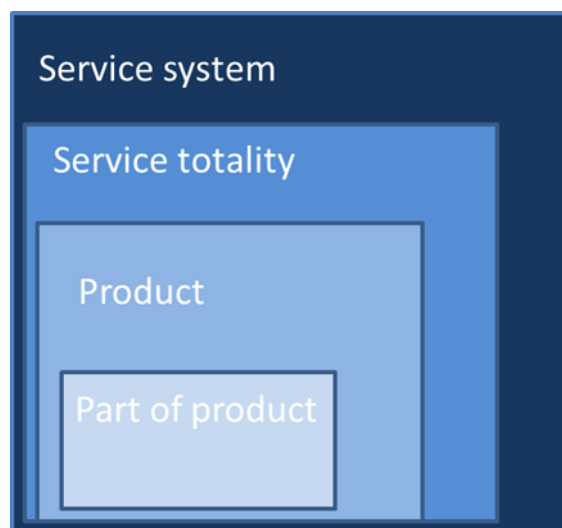


Figure 13. Different levels of service (Sipilä, 1999).

The modularity of a service or product can be adapted in many ways. The definition can cover the *core part*, a *modular*, *maxim model that customers can undress*, a *basic model that form parts that the customer can change* and *basic consistence* (Sipilä, 1999).

Parantainen (2007) highlights the price point of view in the context of service delivery. He writes of a modular service offering that helps the customer to un-

derstand the price basis and the content of the service the customer is going to get. A service module based offer description helps the customer to make the buying decision. A modular service offering structure helps the customer to understand the service totality, which parts he or she needs and which modules can be purchased later on. In that sense, the description of the service totality and the parts of it supports the successful sales. First it is recommendable to sell the easiest part of the service, which is also often the most affordable part. When the customer is convinced after the first purchase, it is time to sell the next parts with the same modular offer idea (Parantainen, 2007).

## 4 ADULT EDUCATION AND TRAINING

### 4.1 Training and teaching

Training is a process of acquiring specific skills to perform a job better (Jucious 1963: Halim & Ali, 1997). It helps people to become qualified and proficient in doing some jobs (Dahama, 1979). Usually an organization facilitates the employees' learning through training so that their modified behavior contributes to the attainment of the organization's goals and objectives. Van Dersal (1962) defined training as the process of teaching, informing, or educating people so that they may become as well qualified as possible to do their job, and they become qualified to perform in positions of greater difficulty and responsibility.

Flippo (1961):(Halim & Ali, 1997) differentiated education and training, locating these at the two ends of a continuum of personnel development, ranging from a general education to specific training. While training is concerned with those activities which are designed to improve human performance on the job that employees are at present doing or are being hired to do, education is concerned with increasing general knowledge and understanding of the total environment. Education is the development of the human mind, and it increases the powers of observation, analysis, integration, understanding, decision making, and adjustment to new situations (Halim & Ali, 1997).

Rama, Etling and Bowen (1993): (Halim & Ali, 1997) categorize training in three different approaches: traditional approach, experiential approach and the performance-based approach. The traditional training approach is one-way teaching where the trainer's focus model is intervention. In the experiential training approach the learners participates in the training process. The trainer uses experiences to make the learners become active. The experiences are real or simulated situations. The performance-based approach is task- or skill-centered. The goal measuring is through the attainment instead of passing grades set by the trainees (Halim & Ali, 1997).



Selecting the correct method of training is one of the trainer's skills. Achieving the objective of the training is the trainer's main goal. There are some elements that affect the selected method: the learning objective, the content, the trainees, and the practical requirements (Flippo, 1961: Wentling, 1992: Halim & Ali, 1997). Training planning, implementation and evaluation are the phases with their own critical success factors.

#### 4.2 Working-life related education requirements

In Finland, adult education is arranged in hundreds of schools; some of them are specialized in adult education. Adult education is arranged in the following schools:

- Primary education and upper secondary schools for adults
- Vocational schools and vocational adult training centers
- National and vocational special schools
- Universities of applied sciences and universities
- Adult education centers and workers' institutes
- Folk high schools
- Summer universities
- Study centers (Varsinais-Suomen aikuiskoulutusstrategia 2009 – 2015).

The target for professional adult education is to keep up and hold up professional know-how and further employment. Adult education consists of degree and open education, partial-degree education and demonstration-based education. Most of the professional adult education is preparatory for professional skills, expanding or advanced special extra or continuing education. Labor market training is financially supported by the Ministry of Employment and the Economy.

The Southwest Finland adult education strategy defines the current state analysis and the future strategy for the years 2009–2015, executed by the Southwest

Finland provincial office in 2009. The vision for 2015 is defined as follows: *sustainable competitiveness and active know-how for everybody.*

*“Appropriate adult education in the region ensures working life and inhabitants’ know-how by acting as a network, predicting needs on a national level as a notable reaction sensitive force.”*

The provincial government executed a current state analysis of adult education’s strengths, weaknesses, and development ideas within the Adult education operation study in 2005. Strong adult educational expertise was seen as one of the strengths. It is related to competent trainers, good premises, working life relationships, a reformist way of doing, flexibility and good knowledge of locality and fast reaction skills. The amount of regional SME-sized companies and the amount of completed degrees were also considered positive. Learning institutions’ network-related strengths were connected to regional cooperation and the learning institutions’ strong skills.

Too tight competition in adult education was seen as a weakness. The network was seen as confused and scrappy as was the lack of the role of adult education in regional development. The forecast of the education requirements and availability of skilled trainers were seen as a challenge. The education offerings were seen insufficient for immigrants and highly educated people.

The change in working life from the field of industry to a one-sided service-focused field was mainly seen as a threat for adult education. For the education-offering side that is a challenge to personnel, trainers – are they capable of offering trainings based on needs and not on their own know-how? At the same time, the group of adult students is more and more heterogeneous with complicated requirements. Trainers’ working life experience is essential in managing the requirements.

One basic renewal need for the basis of education is more long-term financial systems. Adult education is not led by the real regional need, but it is led by short-sighted political rules. Economic cycles related to labor market trainings

make education planning difficult. Long-term planning generally gets more complex because of uncertainty of the financing.

The study defined that there is a growing need for adult education. Adult training was seen as central in securing labor force availability. The main quality basis of adult education was considered to be the customer oriented approach that is supported by working life, financiers and the education organizers' common strategic education planning. Crucial from the student point of view are the individual-oriented approach, identification of know-how and recognizing it. Networking with adult education organizers enables covering resource gaps and broadening the offering, also towards internationality.

The adult education strategy aligns the labor market training development towards apprenticeship training. It will happen by combining wage-supported work and labor market training. In Southwest Finland, the participation in adult education is lesser than in the rest of Finland, except in terms of participation in apprenticeship contracts. This fact shows that there is education potential in Southwest Finland to raise the education level and improvement of employment conditions.

As a main result of strategic development, the focus of the adult education strategy was defined: strengthening know-how, quality of education and regional influence. Strategic actions were also planned based on the development focus. One of them is to improve the identification and recognition of know-how. The critical success factors are: personal oriented approach, customer oriented approach and well working cooperation networks (State Provincial Office of Southwest Finland 2009).

The Finnish Ministry of Education and Culture executed a report of the current status and development needs of adult education in universities in 2008. Based on the report, the main development needs in continuing education are:

- Working life oriented offering
- Education execution together with administrative sectors and working life operators

- Precision education for society's needs price setting separation from Public sponsored education towards a total cost model.

The vision of know-how and business strategy 2006–2009 for Turku is defined as follows (FCG Efeco Oy, 2009):

*Together we strengthen the lead of Turku as a first know-how city and a hub of the metropolis axis in the Baltic Sea region.* The critical success factors have been defined as follows:

- Growths of competitiveness of the key clusters
- Strengthening the operability of environment-related innovations
- Enhancing the of growth of enterprises and entrepreneurship
- Strengthening the availability of competent workforce
- Clearing the operations model of industrial policy and resourcing.

Helakorpi (2005) describes how jobs will become more polarized in the future. When society and working life are developed, specialist jobs will contain more features of symbol work (Figure 14). The new working culture is challenging for employees and employers. The new development sets requirements for organizations: they need new kind of know-how.

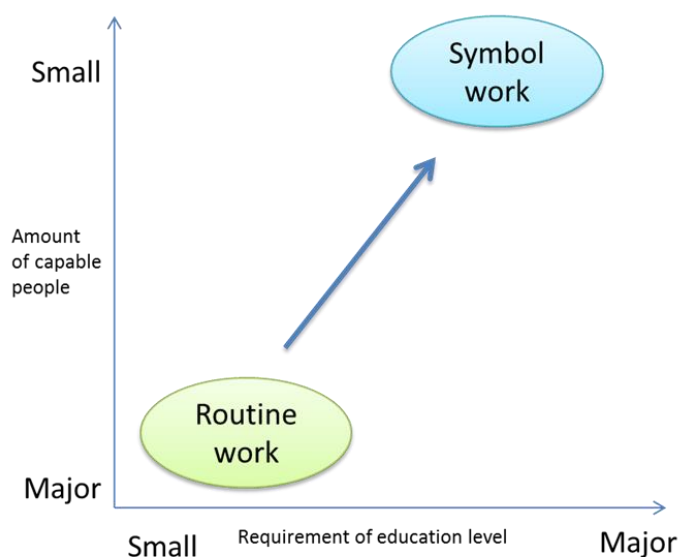


Figure 14. Polarization of work in information society (Helakorpi, 2005; Reich, 1995).

The new way of working has to offer development and innovation possibilities. Continuing development requires own activity, which requires social networking skills and know-how. In multipolar and network based organizations, workers will participate in several jobs instead of one single part of the work totality. There is also a trend that simple routine jobs will exist; ones that require only short training. In addition to that there will also be challenging symbol work tasks that require a broad training background and the capability to handle abstract questions. Networking skills will be highlighted in the future.

The idea of a learning organization is lead from continuously more and more productive business requirements. There is a need for new kind of methods and skills to manage the requirements. A learning organization is moved into a self-guided working method: networking, team-working and cell-working. In addition to physical capital of labor, human capital has become as important. Human capital refers to the training, know-how and experience of employees (Helakorpi, 2005). Senge (1994) and Helakorpi (2005) point out that in order for the learning organization to be productive and successful, it requires clear targets and methods. Senge (1994) describes a tripartite kind of architecture of a learning organization (Figure 15). He highlights that a requirement for deep learning is a new kind of architecture. The description defines three main elements of architecture: instructional ideas, renewals in structures and theory, methods and tools.

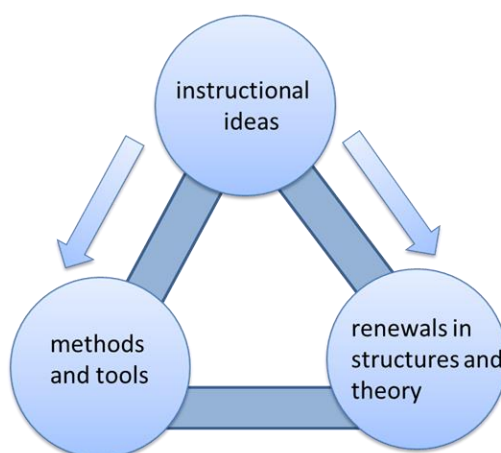


Figure 15. Architecture of a Learning Organization (Senge, 1994).

The instructional ideas define why the organization exists, the vision. Ideas are the basis for renewals and the tools that are needed. Senge (1994) defines five disciplines that separate learning organizations from the traditional ones: systemic thinking, autocracy, internal models, common vision and team learning. Changes in organizations' operational environments are accelerating more and more. Related to the changes it can be stated that the situation has become chaotic. The key terms uncontrollable and unpredictability describe the situation. Uncontrollability and unpredictability require understanding the change and the ability to live in cooperation with unpredictable occasions, the skills to manage the chaos and utilize it (Helakorpi, 2005).

In the future, learning institutions will be a combination of versatile physical, social and psychical open learning networks. From students' point of view, new learning institutions will offer more individuality and response to personal needs (Helakorpi 2005).

In the Oivallus project (2011) by the Confederation of Finnish Industries (Elinkeinoelämän keskusliitto, EK) it is studied what kind of different know-how is needed in future working life and the educational challenges related to that. A hypothesis in the study was that working life is ever more network-based in 2020 than now. Working life can be seen as a jazz improvisation orchestra. The jazz improvisation comparison describes that work tasks are not clearly defined, the goal of the work is known but the way to reach the goal is not clear. Work is done in teams. Versatile team working is based on problem solving or on generating new ideas. Improvisation and creativity are everyday tools and success factors. Networking skills, internationality, business skills, technology skills, environment skills, service skills and design thinking will be highlighted. Creative learning from the learner's perspective means the possibility to participate, the possibility to research and an atmosphere of joy of doing.

From the learner's perspective, external agents and specialists add motivation and actualize topics. Teaching from outside the learning institutes and by external agents will support successful learning. The learning environment as such has an impact on learning and motivation. Information and communication

technologies do not affect the learning results, but make learners familiar with technologies that are used at work.

In the future, teachers are enablers and sparring partners; the same features that can be recognized in good leadership. Learning assessing criteria will change from correct answers towards adapting the acquired knowledge to work. Faults can get new viewpoints in learning. Learning via faults can create learning insights, when faults are accepted and handled as learning methods.

In the report it is highlighted that education in the future has to go towards creativity and entrepreneurship. Learning in teams and networks are the ways for that. Teachers are in a manager's role, and rectors and heads of learning institutions are the enablers.



Figure 16. Education and education organization development styles (Helakorpi, 2005).

Engeström (1995) and Helakorpi (2005) have described the development styles in working life and in organizations that can be assimilated into education and the organizations of education institutions in Figure 16. A future trend towards innovative team and network schools shows that training and learning will not

happen at schools only, but in networks and in innovative team schools. It is based on the lifetime long learning ideology. Training is based on networks, specialist groups, internal team operability and open and individual learning programs and self-guidance. Training is flexible and the focus of training is transformation based on needs. Teams have required responsibilities, authorization and resources to make achieving the training targets possible.

#### 4.3 Knowledge creation

What is knowledge? Western philosophers have generally agreed that *“knowledge is justified belief”*, based on Plato’s theory. Western philosophy is laden with skepticism which has generated philosophies to search for the ultimate truth on knowledge. They have aimed to discover *“fundamental knowledge without proof of evidence”* on which all other knowledge could be grounded. There are two great epistemological traditions in Western philosophy: *rationalism* that argues that true knowledge is not a product of sensory experience, but some ideal mental process where exists a priori knowledge that does not need to be justified by sensory experience. *Empiricism* claims that there is no a priori knowledge and that the only source of knowledge is sensory experience. Rationalism argues that knowledge can be attained deductively. Empiricism claims that knowledge is derived inductively from particular sensory experiences (Nonaka & Takeuchi, 1995). Sipilä (1999) defines that know-how is everything related to humans’ mental and practical skills. He also claims that part of experience-based know-how is even a waste of the past that refines nothing but is just a repetition of know-how. In that case it can be seen even as a burden than a basis for the future.

Virtainlahti (2008) writes about the abstract “hand of know-how” (Figure 17). It consists of: attitude, will, skills, experience, knowledge, contacts and networks. All those hand of know-how elements together with internal motivation can be seen as the builders of the total human know-how. Internal motivation keeps individuals constantly active to update the know-how. Nowadays the require-



ments of know-how are changing all the time; it has become active and dynamic where the content and adaptation of know-how are combined and they will be modified onwards against the operational environment (Virtainlahti, 2008).



Figure 17. Individual know-how – hand of know-how (Virtainlahti, 2008).

Nonaka & Takeuchi (1995) have written of knowledge creation in companies and highlighted the importance of knowledge creation management. They built up the framework based on the traditional and non-traditional views of knowledge integrated into the theory of organizational knowledge creation; two dimensional epistemological and ontological dimensions bases. They base their theory on Michael Polanyi's distinction between *tacit knowledge* and *explicit knowledge*.

Authentic and working life based learning environments are composed of user-oriented and activity-oriented methods in education. The learning viewpoint, organizing the teaching and learning are main questions in universities of applied sciences nowadays. Offering a Research, development and Innovation (RDI) based learning environment is the core task of universities of applied sciences. Innovations and innovativeness are the inalienable value creation elements, as part of working life and normal life. In Finland, universities of applied sciences have improved the interaction between working life and research life. Practicality based learning means that learning and innovations are not sepa-

rate issues. Learning is integrated to social practices, and learning and identity can be seen as connected to each other.

The Living Lab activity is one of the learning environments used in universities of applied sciences that supports knowledge creation of practices where the learning operations and simultaneous interactions between members happen. Living Lab offers a framework for the learning as a multidimensional phenomenon. It enables bundling together the teaching, research and development activities together with the core task of universities of applied sciences (Heikkanen, Österberg, 2012).

#### 4.3.1 Tacit knowledge

Nonaka and Takeuchi (1995) have defined the distinction between tacit and explicit knowledge as follows:

Tacit knowledge (Subjective)	Explicit knowledge (Objective)
Knowledge of experience (body)	Knowledge of rationality (mind)
Simultaneous knowledge (here and now)	Sequential knowledge (there and then)
Analog knowledge (practice)	Digital knowledge (theory)

Tacit knowledge is based on experience, physical and subjective. Explicit knowledge tends to be rational, metaphysical and objective (Nonaka & Takeuchi, 1995). Tacit knowledge exists in everyday life in different contexts in many ways. At work, tacit knowledge is present and has a notable role. Professional skills are based on the wide tacit knowledge fundament that can be used at work within different tasks and challenges (Virtainlahti, 2008). Tacit knowledge is individual-, culture-, and context-based. Virtainlahti (2008) has

described the elements of tacit knowledge management for sectors, from recognition to evaluation and measuring:

- Recognition of tacit knowledge
- Identification of and showing tacit knowledge
- Sharing tacit knowledge
- Development of tacit knowledge
- Utilization of tacit knowledge
- Resourcing
- Evaluation and measuring.

#### 4.3.2 Managing the knowledge

Knowledge management is one of the human resource management key focus areas. The function of human resource management is to utilize the capabilities of the employees to achieve the goals of the organization. It ensures that the employees are motivated and satisfied with the working conditions. Benefits and compensations need to be in line with the working requirements. Successful human resource management can be seen to consist of two main elements: trust and achieved results. If there is a lack of trust on any side, management or employee, it tells that the management of people has not been successful. Psychology describes several reasons for a lack of trust in management towards a motivated attitude. *Motivation management* is one way of building a good atmosphere at work.

Motivation management has the following principles:

- Sincere target to observe elements of motivation on individual level
- Open discussion of differences in human personalities
- Beneficial atmosphere for creativeness
- Philosophy of collective management.

Nowadays working environments are facing continuous changes. This sets management challenges for the personnel responsible for human resource management. Readiness for change needs personal visioning ability, research skills, management of issues skills and cooperation skills (Leskelä, 2001). Successful management can create an invigorating atmosphere among the personnel where all people get the best out of themselves and support each other towards a common goal. Juuti (2005) highlights that *hope* is one positive force that can generate an invigorating motivation for life and for overall doing. In history there are many examples where a group of people have got through incredible challenges together. In Finland the examples of common experiences can be seen in history, in the difficult war experiences.

The main commonality in those achievements has been that in interaction between the group and the manager of the group, there was a joint viewpoint on the common goal. A management culture could create a common mission and vision. The main point related to common missions and visions is that each individual could place him/herself as a part of the scheme of the story; even if there is a difference between individuals, this can happen with the help of the manager's management skills. As a summary it can be stated that to get different people to search for and perceive the common scheme requires a lot of joint experiences and discussion.

That trend is nowadays often forgotten in management work. In hope management, people are encouraged and they get different viewpoints under discussion. That requires excellent communication skills from managers (Juuti, 2005). Nonaka, Ichijo & Von Krogh (2000) raise *care* as one important element when enabling knowledge creation in companies. They have found in their empirical studies and theoretical work that care has a positive impact on knowledge creation in organizations. They delineate five dimensions related to what they mean by *care* in enabling knowledge creation in organizations: *mutual trust, active empathy, access to help, lenience in judgment and courage*. *Mutual trust* creates the basis for caring. *Active empathy* makes it possible to assess the understanding of what the others truly need and help to prepare the

ground for helping behavior. Harsh judgment can prevent explicit knowledge from being created through externalization, so *lenience in judgment* has an important role in enabling knowledge creation. Courage is needed in many ways. It is needed when making experiments, allowing own work to be exposed to the process of judgment and using our own voice to give feedback to help others grow. Especially sharing tacit knowledge requires careful nurturing (Nonaka, Ichijo & Von Krogh, 2000). If there is a lack of trust in a study group it causes minimum participation, an awkward flow of conversation, a high degree of covert behavior, a low amount of impulse sharing and much negative feeling ranging from anger to depression (Bligh, 1986).

Nonaka & Takeuchi (1995) have created a **SECI** model that defines how tacit knowledge can be turned visible. It basically figures the knowledge creation process but simultaneously it figures a four-step process on how tacit knowledge can turn to explicit knowledge and vice versa (Figure 18). **S**ocialization represents quiet knowledge sharing to others. By sharing experiences, paradigms and technic knowledge it creates tacit knowledge. The main result in transmission is experience. In **E**xternalization, tacit knowledge takes a concrete shape, like by metaphors and models. In the **C**ombination phase, new visible knowledge turns to more complex visual knowledge by connecting existing knowledge that generates new knowledge. In the **I**nternalization phase, visible knowledge transmits to tacit knowledge when new procedures are being taken in to use. The SECI model helps to share tacit knowledge (Virtainlahti, 2008).



Figure 18. SECI model (Nonaka & Takeuchi, 1995).

Each member of a community has unique, personal knowledge, part of which is tacit and not easily explained to others. When managers bring workers together for a project, the challenge for everyone is to discover how to utilize this potential, leveraging in more than just the sum of what individual members know (Von Krogh, Ichijo & Nonaka, 2000). Tacit knowledge can be shared by individuals. The exchange of experiences, feelings and mental models demands that people meet in real life. Key point is that group of people are brought together and that the mix of competencies is selected with care (Bukh, Christensen & Mouritsen, 2005).

Teachers' pedagogical knowledge and tools they use are in a key role in knowledge creation in education life. In the traditional sense, the teacher is an educated party, who has the knowledge to be transferred to the other party, who knows less. Haaga-Helia University of Applied Sciences educates teachers. They have described the foundation of the activity of a professional teacher as follows: guiding and teaching know-how, community and network know-how and research and development know-how. These areas of know-how are the requirements of a successful teacher's work.

#### 4.4 Innovation Pedagogy

At Turku University of Applied Sciences, the Faculty of TYT – also known as the Innovation Academy – cooperates actively with the economic life. Future Masters and Bachelors of Engineering as well as Bachelors of Culture and Arts, Sustainable Development, Fisheries, Construction Management and Business Administration are educated under the same roof. Meanwhile, active and successful R&D work is conducted as part of the innovation production process. The needs expressed by business and industrial life are the basis for planning competence-based curricula; similarly, a productive discussion in the advisory board also led to the creation of the concept Innovation Pedagogy. The Innovation Academy is a multidisciplinary entity that emphasizes the use of fresh learning methods that activate students. Innovation pedagogy, as a term, is considered to describe well the procedures that all degree programs belonging to the faculty must follow (Lehto, Kairisto-Mertanen & Penttilä, 2011).

Learning is a gradual process which consists of collecting, assimilating, adapting and generating new information. Useful information can be created already in the educational context by working in multi-disciplinary teams together with companies and other organizations; additionally, innovation skills can then more accurately correspond to future working environments (Lehto, Kairisto-Mertanen & Penttilä, 2011).

The framework for innovation pedagogy (Figure 19) represents a model that aids in bridging the gap between the often too separated contexts of education and working life.

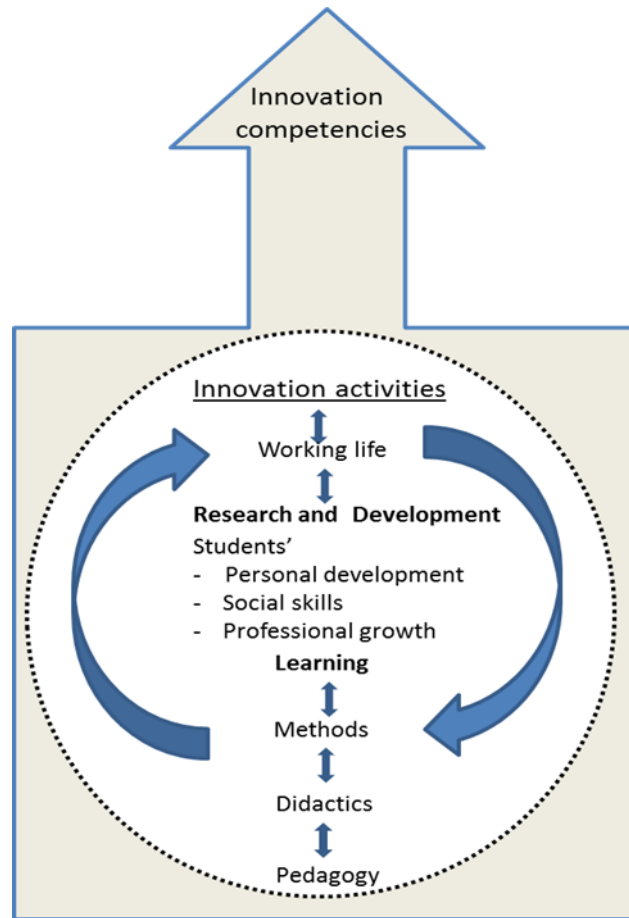


Figure 19. The framework for innovation pedagogy (Lehto, Kairisto-Mertanen & Penttilä, 2011).

Innovation pedagogy is a learning approach that defines in a new way how knowledge is assimilated, produced and used in a manner that can create innovations. Innovation pedagogy enables knowledge creation in an innovative pedagogy context.



## **5 CASE STUDY KOLMIKANNALLA KASVUUN – LABOR MARKET TRAINING**

### **5.1 Research question and methodology**

The research question is: how to productize a training concept from the viewpoint of the best practices and feedback? Three similar KKK training concepts and tens of similar of labor market training concepts were taken under research. The thesis writer formed a big picture of the quality of the feedback of existing TUAS labor market trainings. Based on the adaptability of the quantitative feedback material, the thesis writer decided to use only the qualitative verbal feedback of three KKK trainings. The quantitative samples were the results of a set of similar questions expressed by the ELY Centre. The verbal feedback is directed at the KKK trainings. In addition to feedback material, the observations during the trainings were the main research methodologies. The thesis writer collected the feedback systematically and registered the observations in different ways. Making a mind map was one method to register the findings. Verbal feedback was collected twice during the trainings in a written format.

TUAS has carried out over 40 labor market trainings in total from 2003 to 2014 in different faculties. The biggest part of the labor market trainings has been non-KEKO trainings. Non-KEKO labor market trainings are trainings where the target is only professional development, and it does not include SMS company development projects, as in KEKO trainings. TUAS' faculties have participated in competitive bidding via which they have selected the trainers. Each faculty has managed labor market trainings individually. Faculties have used external resources and resources from TUAS for the different phases of trainings for different purposes.

The first KKK business training (later KKK 2012) was held at the Faculty of TYT on 28 February – 27 August 2012. The second KKK 2013 training project (later

KKK 2013) was held at TYT on 7 January – 28 June 2013. The third KKK 2014 training project was held at TYT on 4 November 2013 – 30 April 2014.

The financier, the ELY Centre nominated the training as SMS company development training. The majority of the student group was highly educated and experienced unemployed people. The main goals of the training were the employment and professional development of the students. The companies that committed themselves to the training program offered on-the-job learning positions to the students. The companies had also an option to get five days' tutoring from the trainer for specifically defined business development needs.

The training concept covered a total of 120 working days, of which 85 were on-the-job learning and 35 days for contact studies. The substances of the training included the main business areas: Marketing and Sales, Internationality, Business know-how, Product development, Project management, Working life knowledge and Orientation. The training marketing was done by advertising in local newspapers, introduction events and marketing with the help of different networks. Separate marketing materials were created for the students and companies. The student selection was done by the trainer with the help of the employment agency. The company searching for the trainings was mainly done by trainer. In all trainings some of the students contacted the companies themselves.

For each training, 15 applicable students were selected. The target was to find the same amount of SMS companies to offer the on-the-job learning positions for the students. The trainer made a "Kolmikanta contract" between all the three members: the company, student and trainer. The target of the on-the-job learning was to make a development project for the company's needs. The project varied based on the companies' needs. Some of the tasks were clearly limited projects and some of them were more specific tasks to be done.

The thesis writer was nominated as the Project manager for the trainings in charge of the training concept implementation: marketing, student selection, company searching and expertise matching, trainer selections, training content

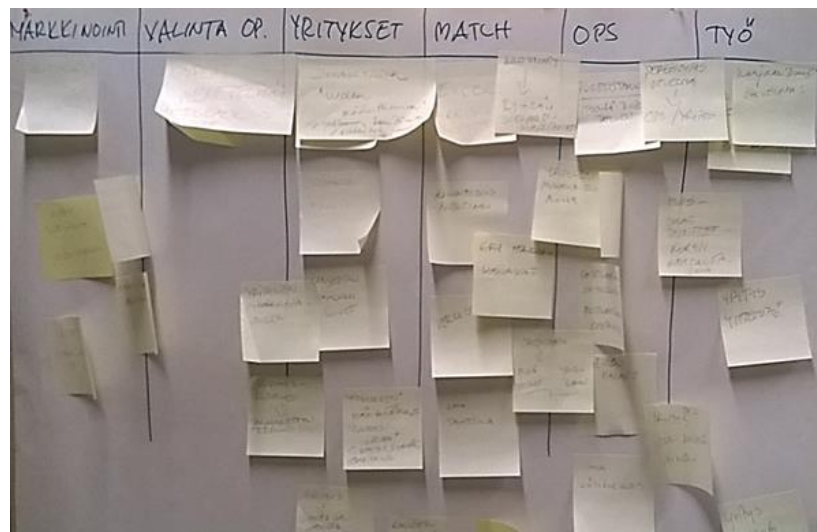
planning and implementation management, company and student peer coaching, student mentoring, specialist service management for the companies, reporting to ELY Centre and cooperation with the employment agency.

## 5.2 Continuous feedback collection through observations and discussions

In this chapter, the thesis writer describes how the feedback collection and observation was executed. In each KKK training, the thesis writer held constant personal discussions with the students. In those discussions, the students were asked feedback on the training, development ideas and also of the successes. Those comments were registered to a mind map. During training days, the thesis writer was making observations. The observations were done during the contact lessons, where there were different trainers and during the contact lessons the thesis writer was in charge of the teaching. The observations were related to the applicability of the subject, the applicability of the teaching method or the motivation of the student group. There was no constant company feedback process. The companies that were involved in KKK training were observed in several ways. The KKK meetings with the companies, held twice during the trainings, were excellent observation points. The thesis writer posed questions to the company participants in the meetings. Overall, the companies did not actively give direct feedback to the trainer. The feedback from the companies was also collected through the students.

The observations are based on continuing interactivity between the thesis writer and students during trainings and discussions sessions related to OPAL feedback results. The OPAL system is an ADP based application for student feedback reports. TE Services is responsible for the administration. The OPAL system is for follow-up of training quality and effectivity, it gives important information to trainers, providers and counsellors. By means of OPAL prerequisites, student satisfaction and success of labor market trainings from student- and company participant perspectives are measured. The main principle of feedback is the continuous follow-up of the quality of the training and customer-

oriented further development. OPAL feedback is collected in labor market trainings at the end of the trainings and in the middle of the trainings (TE Services, 2014). OPAL consists of numerical and verbal feedback. The OPAL feedback format is general for all labor political trainings; it consists of 18 permanent questions. The thesis writer focused on extensive verbal feedback that was specific to the Kolmikannalla kasvuun training.



Picture 1. Mind map in KKK 2014 training.

The thesis writer kept up different kinds of mind maps during the trainings, such as a sticker map on the wall of the workplace (Picture 1), which included observations on topics that needed to be remembered.

### 5.2.1 KKK 2012 training

In the KKK 2012 training the total amount of applicants was 31, of which 15 applicants were chosen for the training. The total company contacts were around 100, of which 12 students finally got an on-the-job learning place during the course. Looking for the companies and the expertise matching phases were challenging variegated processes. The main target of the training was *personalization*; the focus was on optional subject offering.

Previous feedback and experiences of similar trainings at TUAS were the drivers for the successful training concept. One consultant company, carried out similar training in parallel with TYT's KKK 2012 training. TYT, the consultant company representative and ELY representatives met in November 2011 and agreed on cooperation between the two trainings. Both the training organizers and the ELY representative agreed on the potential of the cooperation, which could offer students more quality training content by combining the power and experience of both trainers' and for students' benefit.

The trainers realized a timetable based on optional subjects for both student groups at TUAS and in the consultant company by utilizing both training content offers. It required flexibility from the trainers' side, but no dramatic changes to initial plans. For example, TYT did not offer ADP lessons but the consultant company did. The consultant company did not offer technical subjects as 3Dimension planning but TUAS offered. Other subject areas were mainly similar; the main basis for optionality was different timing between the trainers. Students were able to choose 14 optional subjects from two timetables from both trainers and 21 own course-specific lesson days (Appendix 1). Each student built up a personal study plan.

The main focus for the optional study program was to give the students more personalized offering in both content and timetable sense. For the trainers, the cost efficiency focus was important (Figure 20). There was no extra investment needed to offer a larger amount of content by two trainers. Optionality was an untraditional way to execute labor market training. In that sense, KKK 2012

training was an important pilot of a new way of cooperation between two trainers.

The curriculum (Appendix 2) consisted of a three-week orientation part at the beginning of the training, and covered the induction of the whole training substance offering. It helped the students to later choose the optional studies for their purposes. The other purpose of orientation was to adjust attitudes, to identify students' current skills, grouping in teams, self-knowledge and understanding of different human behavior models.

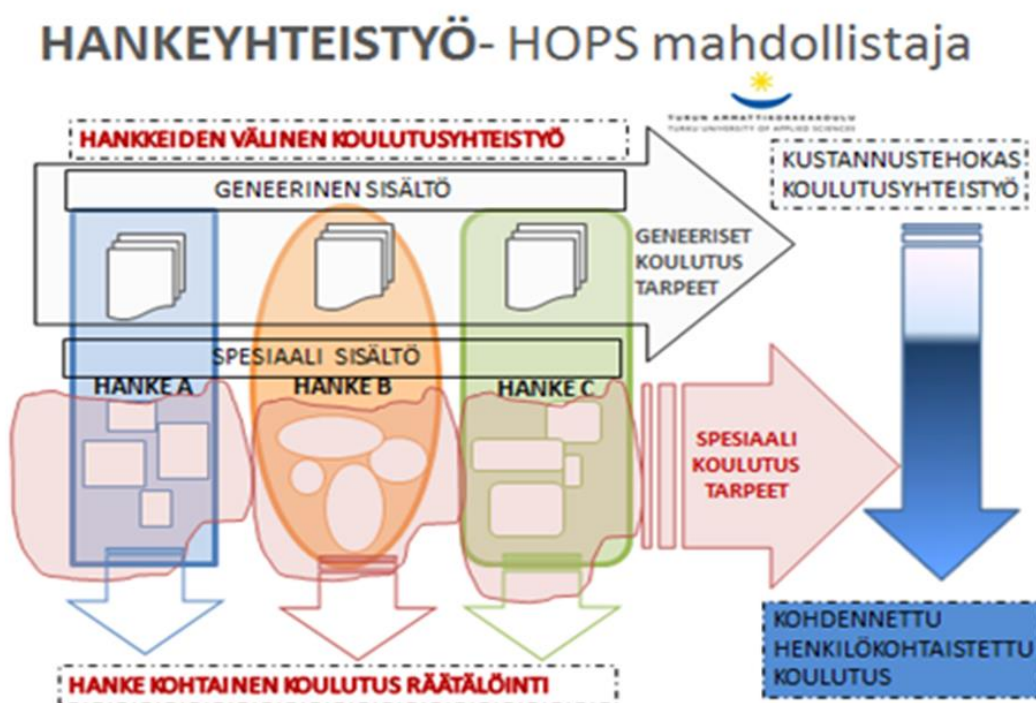


Figure 20. Cooperation model benefits.

Eight students out of fourteen gave positive feedback related to the possibility to choose optional subjects, in the verbal OPAL feedback part. A citation from one student comment: *“The training included a versatile offer of subjects that are actual in today’s working life. The possibility for optionality clearly increased motivation among students, when you could choose lessons based on your own interests”*. Criticism and development ideas were given related to offer, content, and amount of the optional subjects. Extensive group work among the students

and the quality of the orientation period got positive feedback from several students.

The trainer's (the thesis writer is also the trainer, both names are used in the text) summary of the results of the training, numeric feedback of the training from students on a scale 1 to 5 (5 being the best) at the end of the training:

- The success of the training as total was score 3.8
- The highest score of the training was 4.3: interaction between teachers and students
- The lowest score of the training was 3.2: training has increased the professional skills
- The rate of the employment was 7 of 15 students; 47%
- In training main successes were personalization; optionality in lessons, orientation, in grouping work and support in job finding further development is needed between on-the-job learning and presence study pacing and in the timing of the start of the training.

At the end of the training, the trainer wrote a required final report to ELY Centre. The final report consists of the trainer's comments of development ideas and success factors in training. The final report works as a documentary of the defined findings for the next training. OPAL feedback was included in the report.

### 5.2.2 KKK 2013 training

For KKK 2013 training, the total number of applicants was 51, of which 15 applicants were chosen for the training. The total company contacts were around 100, of which 13 students got on-the-job learning places during the course. The biggest challenge was to find committed companies for the training. The target of on-the-job learning was the same as in KKK 2012: a development project for the company's needs. The job varied based on the company need. The trainer made a strong effort to coach: skill management, group support and personal

mentoring. The trainer actively offered companies the five days tutoring option in the area of business development.

From the concept point of view, the second KKK 2013 training followed the KKK 2012 training concept's definitions and goals. The main difference between KKK 2013 and KKK 2012 was the lack of optional subject offering. The substance offering in the training stayed the same as agreed in the initial contract with ELY. The main target of the training was the quality *totality* of the concept; the focus was on a logical continuum timetable structure. Personalization was increased by defining the study weeks under themes. The themes were a second dimension, expanding perspective to the existing substances. The timetable included seven presence theme weeks (Appendix 2). The theme weeks were: Development of the company, Product development as a part of the business, Quality, Innovation skills, Networks, Productization and Continuous development. The product development subject was taken as a "backbone" through the whole training. The KKK 2013 concept structure can be seen as multidimensional where the themes of presence study weeks together with a product development body and versatile substance ensured a better offer in personalization (Figure 21).



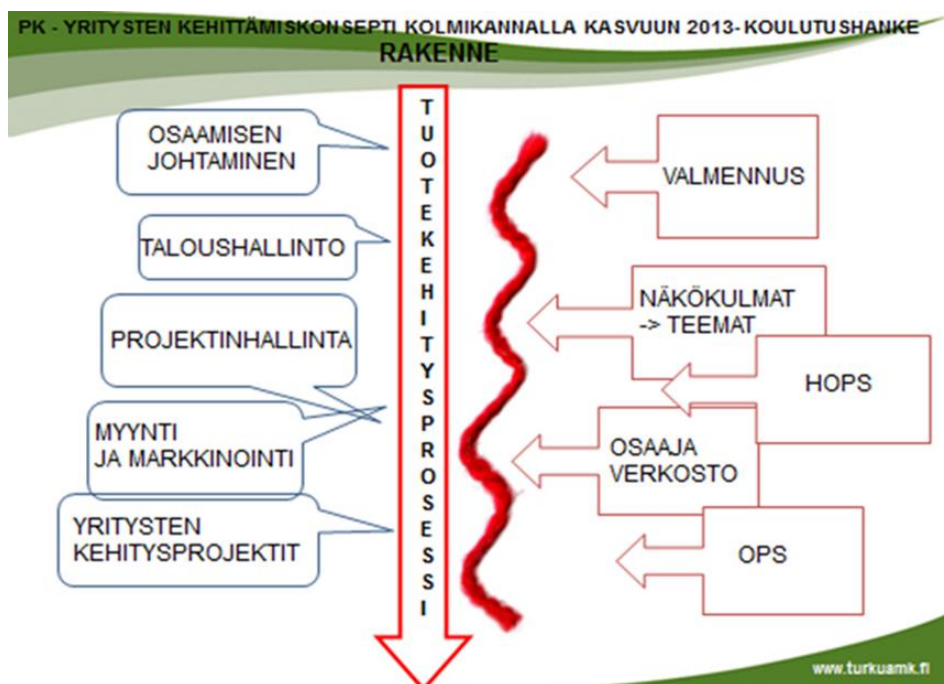


Figure 21. Structure of the Kolmikannalla kasvuun 2013 training project concept.

The trainer used the KKK 2012 findings of success factors as input in the implementation of the KKK 2013 training. The development requirements from KKK 2012 were taken in to account to improve the KKK 2013 training.

The orientation part at the beginning of the training lasted two weeks. On presence weeks, each Monday was a kind of theme opening day. Tuesday, Wednesday and Thursday were business related substance days. Skill management substance was offered every Friday on presence weeks.

Nine students out of fourteen gave positive feedback related to the training concept in the OPAL verbal feedback part. A student's comment is cited in the following: *"The frame of the training was planned excellently, including the versatile lessons and skilled trainers"*.

Criticism and development ideas were given related to the subjects of the training concept. Some of the students expected more concreteness in the subjects and cases from real life, or less subjects but a deeper approach in terms of content.

The trainer's summary of the results of the training, numeric feedback on the training from the students on a scale 1 to 5 (5 being the best) at the end of the training is the following:

- The success of the training as total was a score of 3.7
- The highest score of the training was 4.4: interaction between teachers and students the lowest score of the training was 3.0: the supervision at work during on-the-job learning
- The rate of the employment was 6 out of 16 students; 56%
- The most successful parts of the training were the training concept structure as such, the contents of the lessons, theme weeks and group work
- Further development is needed on the on-the-job learning related company involvement.

At the end of the training, the trainer wrote a required final report to ELY Centre. The final report consists of the trainer's comments on development ideas and the success factors in the training. The final report works as a documentary on the defined findings for the next training. The OPAL feedback was included in the report.

### 5.2.3 KKK 2014 training

For KKK 2014, the total number of applicants was 82, of which 15 applicants were chosen for the training. Total company contacts were around 100, of which 15 students got an on-the-job learning place despite of the weakened unemployment situation in Southwest Finland. The target of on-the-job learning was to make a development project for the companies' needs as previously. The trainer made extra effort in coaching: skill management, group support and personal mentoring and in five days' tutoring management for companies.

From the concept point of view, KKK 2014 followed the two previous training concepts from the definition and goal points of view. The theme based study

weeks still took place and the substance of the training content included the main business areas as previously, including seven presence weeks.

The trainer used the KKK 2013 findings of success factors as input in the implementation of the KKK 2014 training. The development requirements from KKK 2013 were taken into account to improve the KKK 2014 training.

The main target of the training was improved *engagement* between the three participant sides: company, student and trainer. The involvement of all three participant areas was executed in motivational ways: with innovative networking sessions, tacit knowledge commitment to training and broad tutoring for companies. The training concept was flexible and adaptable to the participants' needs.

The trainer arranged two cooperation days with TYT's first-year degree students. Another networking session was arranged together with a consultant company. The consultant company was running a similar kind of labor market training, Liike 5. A literature introduction took place on each presence week, related to theme of the week. The development focus was to execute a new kind of cooperation with TUAS' Library Services; to engage the Services as a part of the course content and library staff's involvement in a new way as a solid part of the studies. The trainer also wanted to highlight the good literature offering at TYT.

The trainer made an effort to offer the companies the five days' specialist services in the area of business development. TUAS' specialist tutoring for the companies enabled starting a future partnership with the companies. One renewal in the KKK 2014 concept was to identify and describe the three main "triangle processes": Personnel- and Company-related and Training processes. The name of the training, *Kolmikanta*, as a triangle describes the three main training participants and executors: the student, company and trainer. Visualizing the processes helped to identify the roles of each participant and to understand the goals from each point of view, and the importance of the tight cooperation (Figure 22). The triangle process was as a "soul" throughout the whole training.

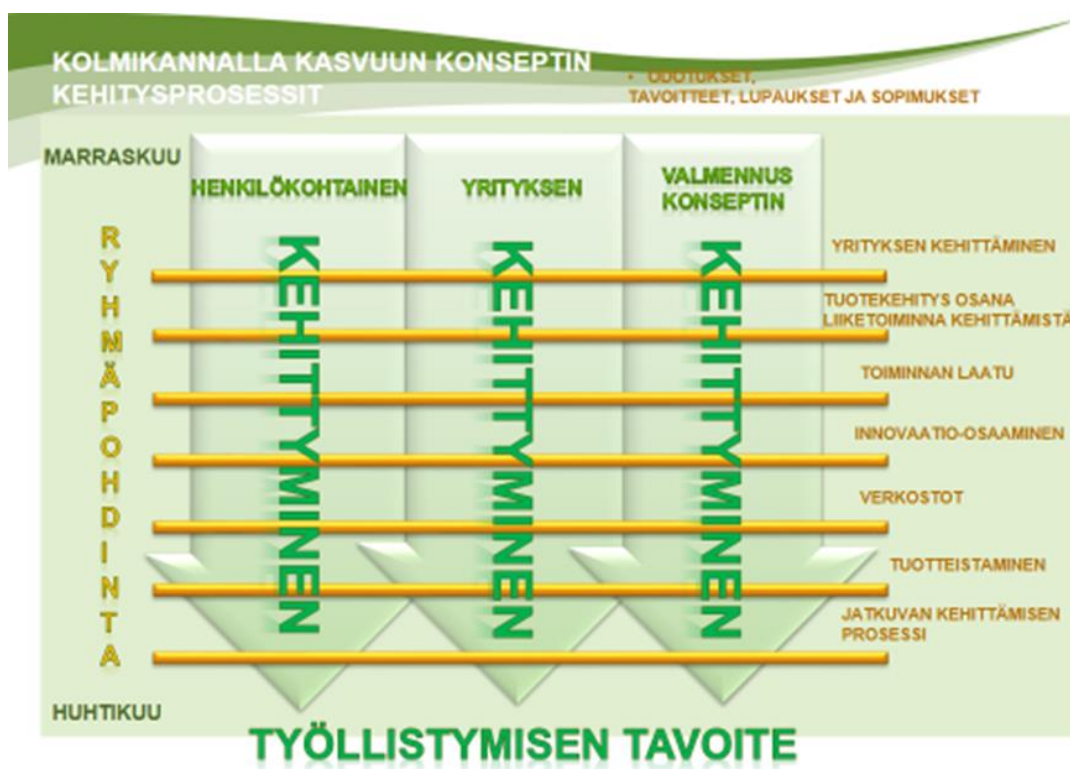


Figure 22. Development processes in KKK 2014.

Eleven out of twelve students gave positive feedback related to the intensive cooperation in training in the OPAL verbal feedback part. A student's comment is cited in the following: *"The training has been informal and interactive, which fits well in adult education. The training concept has been a good wholeness"*.

In the feedback, some criticism and development ideas were given related to the training concept's timetable pacing. After the first training weeks it was seen that involvement in the jobs caused challenges in the participation in all present lessons.

The trainer's summary of the results of the training, numeric feedback on the training from the students on a scale 1 to 5 (5 being the best) at the end of the training is the following:

- The success of the training as total scored 3.8
- The highest score of the training was 4.4: interaction between teachers and students
- The lowest score of the training was 3.4: the training has increased the professional skills
- The rate of the employment was 10 out of 15 students; 67%
- The most successful parts of the training were: the training concept; flexibility and porosity, the training as total, group working, networking, tutoring for companies, quality of training and coaching
- Further development is needed in the next areas: deeper understanding of SMS company culture, broader utilization of students' know-how for the benefit of the course, training timetable structure, relation between on-the-job-learning and lessons.

All the three KKK trainings had their own development focus areas: personalization, improvement of the totality of the training and engagement of the participants (Figure 23).

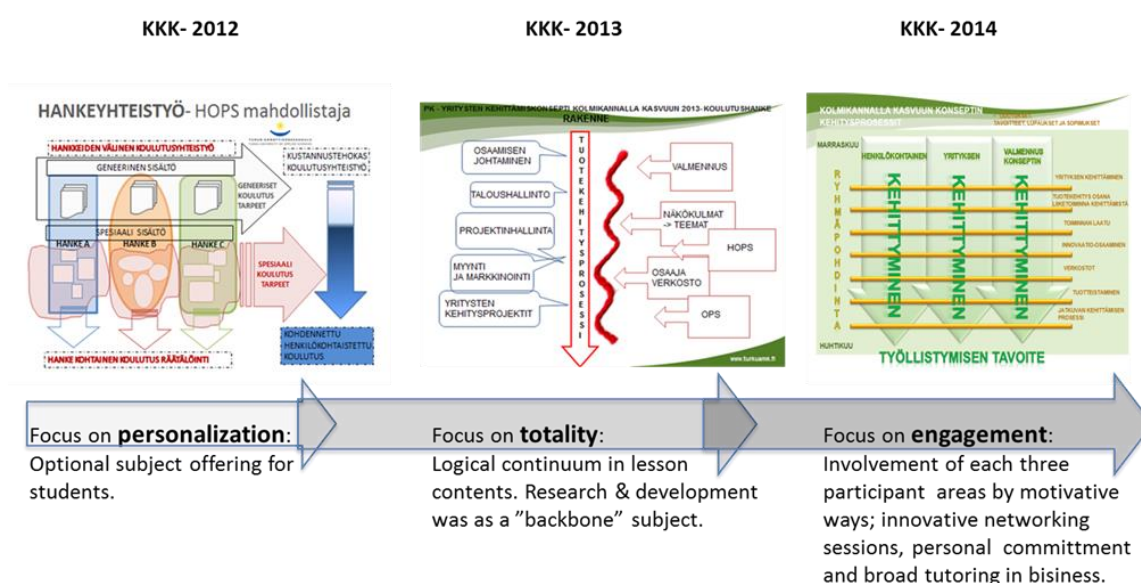


Figure 23. Development process and focus areas in KKK trainings.

### 5.3 The main findings

In this chapter, the thesis writer describes the main findings that she has defined based on the observations and feedback. The thesis writer has processed the findings, based on the evaluation of the factors that are the main affecting elements of a high-quality training to be taken in to account. The theory of productization has given guidance for the preliminary productization work together with the progress of the findings. The findings are in descriptive format, and act as the initial framework for the final productization.

The thesis writer worked as a teacher accountable for all KKK trainings. It gave the opportunity for deep involvement during the trainings and for large-scale observations. The thesis writer made a strong effort to listen to the students and to be available. That was an advantage and an enabler for continuous development during the trainings. As a general observation related to all KKK trainings, the importance of listening to the students, the customers, was highlighted. *Listening to the customers* was in the center of all development work. Listening was not only concrete listening but also about sensing and understanding the customer's requirements. Continuous visual mind mapping work helped to structure the development topics (Figure 24). *Trust, care and support made possible an open atmosphere during the trainings, which was an important enabler for the commitment of the participants for a high-quality concept.* The thesis writer acted as a contact point between the students and trainers, taking care of information sharing on both sides.

Each KKK training was unique, even though the concept was mainly the same. Each student group consisted of 15 individuals. Cooperation with some of the students started already during the course marketing session, and with all at the latest in interview phase. All students on the course were unemployed with unique professional backgrounds and different reasons for unemployment. To be able to offer a high-quality course, it was essential to understand each indi-

vidual's history, wishes and goals. The biggest challenge for the trainer, was the training content customization and at the same time keeping to the timetable and study plan that were agreed with ELY Centre.

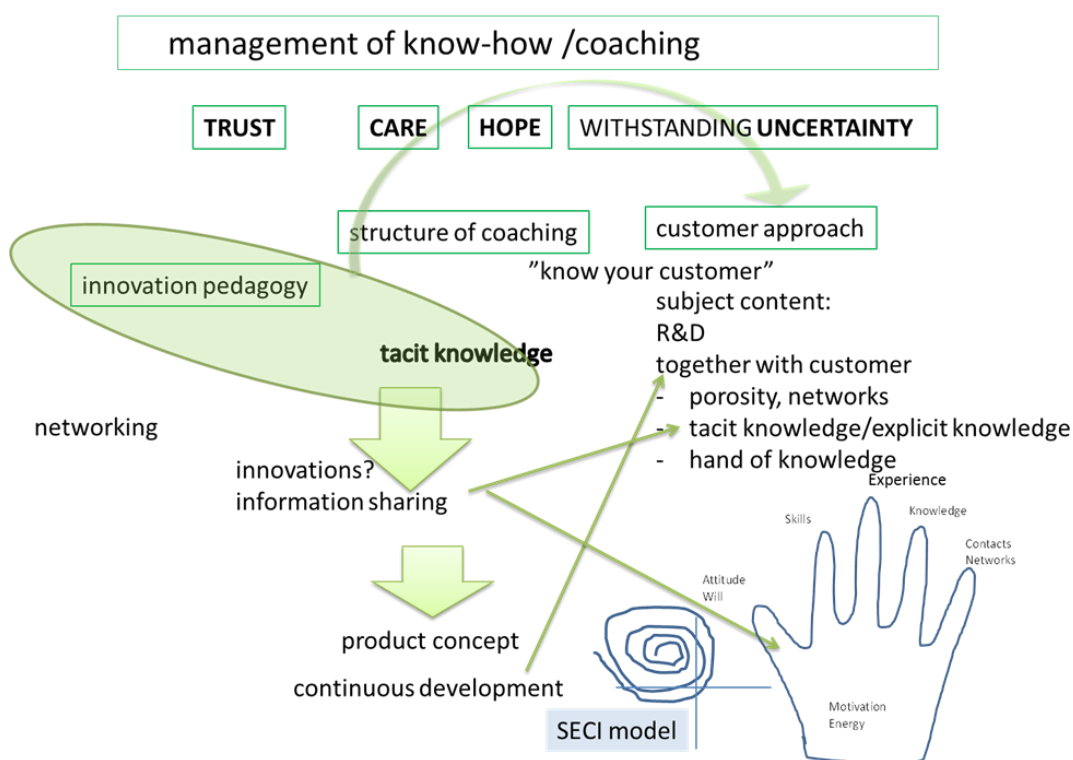


Figure 24. Mind mapping during training.

One main observation related to all KKK courses was that during the course, in six months, was that there was a similar progression of the degree of the customization requirements from the students' side in terms of time. It was related to the process of the depth of engagement to the job. The progression is described in the next three different main phases: training orientation phase, on-the-job learning and training, and on-the-job and customized training phases (Figure 25). The phases do not have clear borders between each other, and there is overlapping between phases. In the training orientation phase in the beginning of the course, the students were receptive without active requirements related to the subjects. It has been an essential observation for the trainer to understand the subject offering.

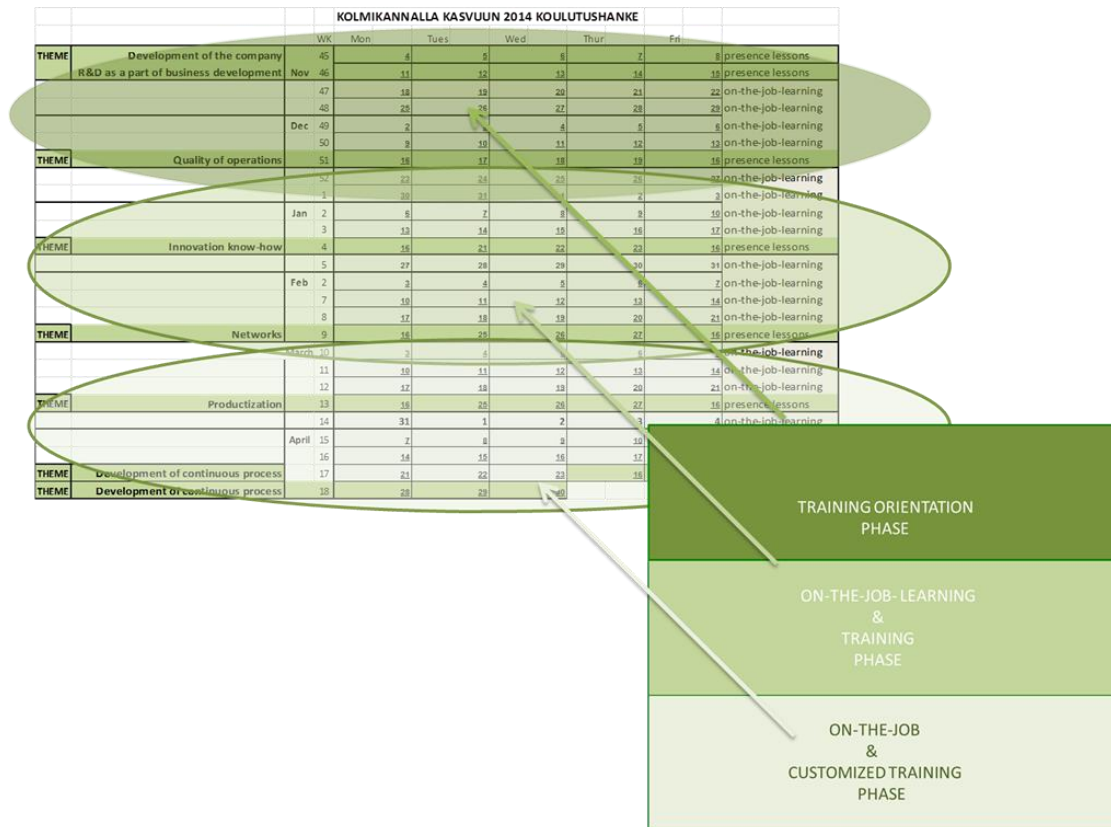


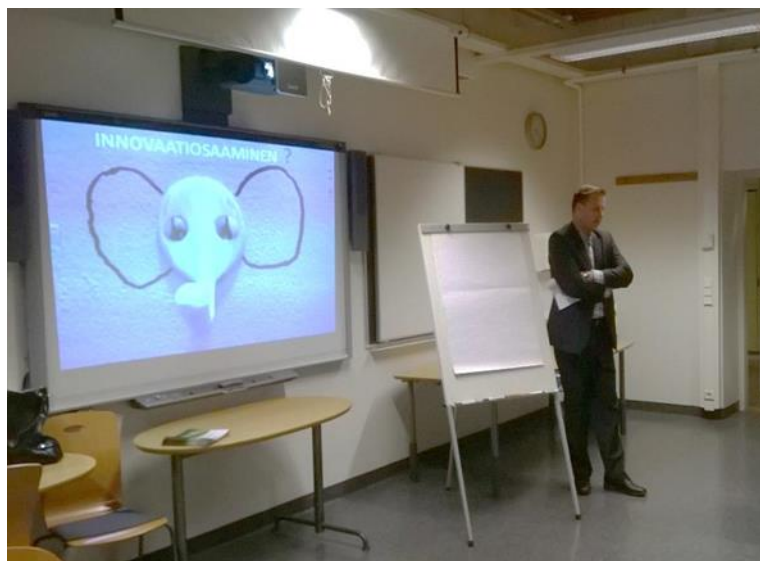
Figure 25. Definition of the three main progression findings.

The orientation was a familiarization, self-knowledge, grouping and sharing phase. The trainer got initial understanding of the students' experiences, such as the area of tacit knowledge. The expectations, fears, assumptions and wishes related to on-the-job learning were strongly present in the discussions with the whole group. After the orientation phase it was time to start the on-the-job learning workplace weeks.

*The on-the-job learning and training phase* was confusing and the atmosphere was "full of questions". The students got their first experiences on the job. One of the students described the feeling after the first on-the-job training session "messy". In that phase, the students required a lot of support, the possibility to share their feelings about the experiences and specified content for subjects for their current purposes at work. It was a surprise for the thesis writer that the experienced and skilled people were so confused about the experiences at



work. Networking with other student groups was one way to get peer support, get new contacts and share feelings. Networking days were arranged with Liike training, a “*Samassa veneessä*” day and an innovation day with TYT’s first year degree students. A business life representative Kari Karjalainen, Mayor of Joensuu, explained the challenges and innovative structures in Joensuu at the moment (Picture 2).



Picture 2. Kari Karjalainen, Mayor of Joensuu at the Innovation theme opening week.

At the *on-the-job and customized training* phases, the students were deeply committed to the jobs, which caused absences on the presence weeks at school. The main target of the training is employment, so deeper involvement in the jobs in later phases of the course was understandable. At the same time, there was a need to get specific knowledge on the certain subject area, to support the success at work. In the big picture, the change of the focus of the engagement between the training lessons and on-the-job-learning was as follows in Figure 26. One example of tacit knowledge utilization is a training day that was arranged by KKK students in the Logomo premises in Turku. The subject of the day was social media and communication. Different entrepreneurs from Logomo, including KKK students, presented their businesses (Picture 3).

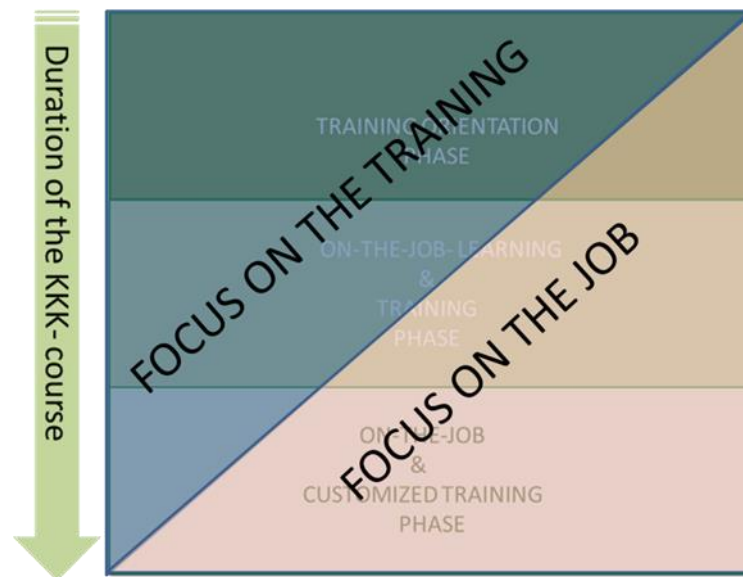


Figure 26. Change of the focus of student engagement between the trainings lessons and the job.



Picture 3. Visit to Logomo Oy premises.

The engagement focus between the training lessons and the job can also be described from the customization requirement point of view (Figure 27). The customization requirements grew towards the end of the course. In terms of the course, the customer requirements meant specific substance-based needs and flexibility needs in the timetable structure. From the timetable plan perspective, the degree of customization requires porous planning and withstanding the un-

certainty of planning on the trainers' part. The change of the engagement between the training lessons and the job and the customization requirements cause challenges for the KKK concept structure and for the trainers. An adaptive KKK concept structure needs to be variable towards the end of the KKK training. A variable concept structure requires a flexible and innovative approach from the trainer's side.

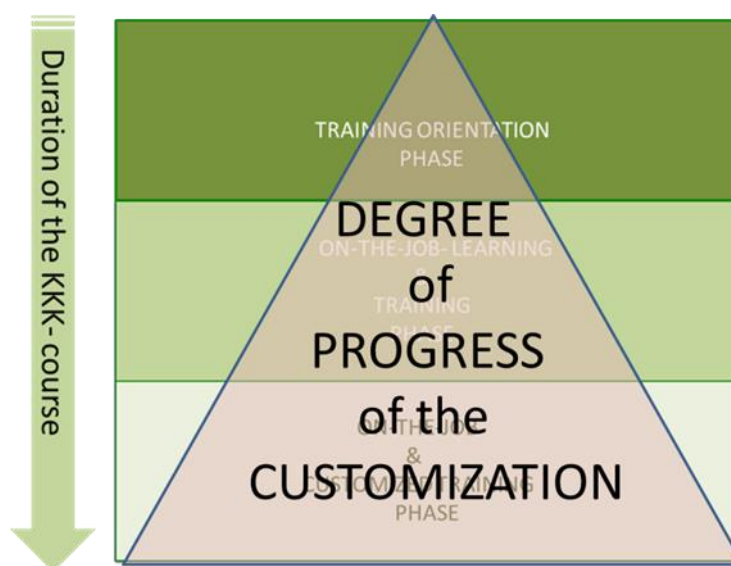


Figure 27. Degree of the progress of the customization.

Each student group is different; specific requirements are unknown beforehand. Therefore the trainings are different, and the training subjects cannot be planned on an exact level beforehand. The commonalities between all three KKK trainings and the experiences of best practices that the thesis writer has observed are:

- *Identification of the customers* (students) → listening to the customers → understanding the requirements → adaptation to the requirements
- Understanding the main *customization degree focus* during the course → flexible content of the timetable and subjects

- *Skilled trainers* → customer-oriented approach → subject offering should be principally based on actual real cases.

The main target of the KKK training concept is employment and professional development, set by ELY Centre, the financier. Each party and the KKK training maker have their own directional decrees: goals, expectations, promises, operations systems, constraints and values (Figure 28).

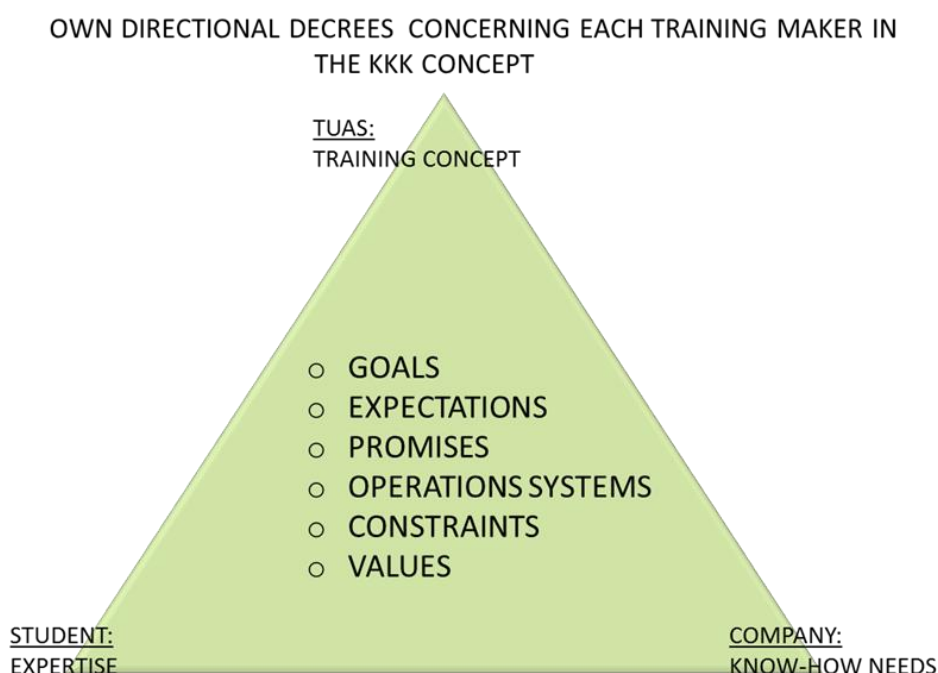


Figure 28. Directional decrees of KKK training participants.

Different directional decrees were noticed during the trainings, and were taken into account in cooperation as a part of the customer-orientation. The TYT faculty was responsible for the training concepts and had certain directional decrees, such as constraints related to the contract with ELY Centre, operations systems and values related to TUAS' operations systems and strategies. They can be defined as enablers for a high-quality training concept. The better the understanding of directional decrees is, the better the customization orientation is. The understanding enabled open cooperation and communication with each participant.

## 6 PRODUCTIZATION OF A TRAINING CONCEPT ON THE BASIS OF FEEDBACK

### 6.1 Core factors for description of productization

Case analysis of KKK trainings together with research on theories accomplished the frame work idea, the “big picture” on how to approach and describe the productization of the KKK training concept, and define the main operant elements to take in to account (Figure 29). Guiding findings in the theory of productization (Jaakkola, Orava & Varjonen, 2009) are the benefits that can be obtained via service productization work: improvement of customer satisfaction and the quality and productivity of a service. Definition of internal and external productization (Lehtonen & Niinimäki, 2005) is a main bipartition of training offering requirements and for customer offering definitions. The productization process, framework of modularity and customization and the directional decrees of the training participants are the main elements in productizing the training concept. The main goal of the training, employment is the overall directional element for all activities. Customer-oriented approach, continuous development and follow-up are built-in quality factors of the training.

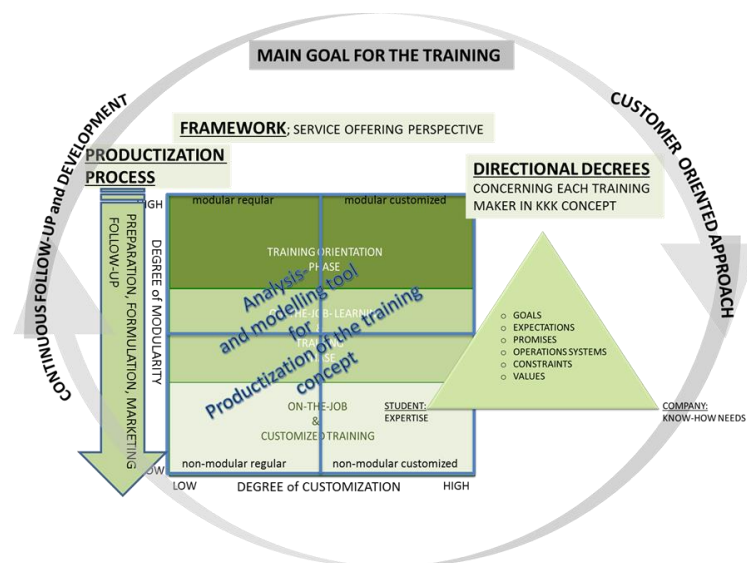


Figure 29. The big picture of the main elements of productization.

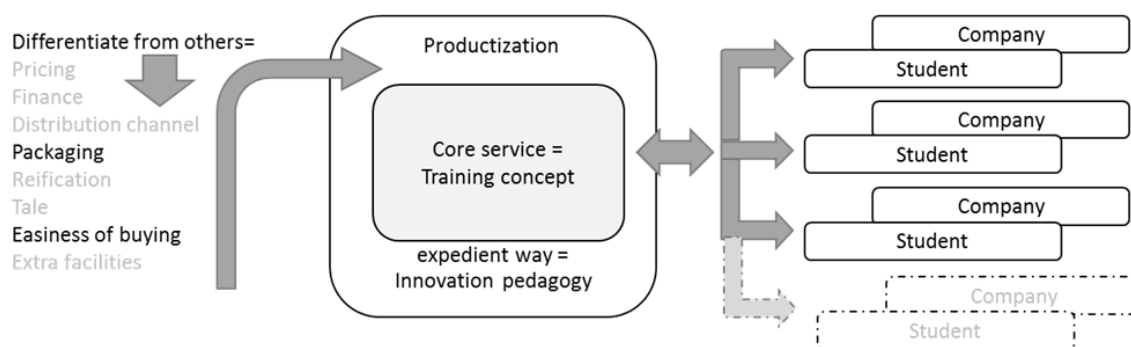


Figure 30. Description of KKK training productization around the core service.

The thesis writer adapts Parantainen's (2007) description of productization related to the core service, in case KKK (Figure 30). Identification of the productization elements is the first thing in the productization process. It is the step towards customization for different customer needs. Training is the core service and productization can be seen as the way of executing the training. Innovation pedagogy is similar to the customer oriented approach, the expedient way of executing the training that enables differentiation compared to other training producers. Differentiation enables easiness of buying for customers and thus improves the business.

The modularization and customization framework (Bask, Lipponen, Rajahoka & Tinnilä, 2011) is adapted in this thesis to define their relations in a training concept. Modularity enables flexibility, cost saving, the ability to offer product variety and simplification of complex systems. In the framework, the supplier network is one perspective. The supplier is perceived as the trainer in thesis. Trainers can be seen as enablers of the training; they are in the main role and training quality makers can be seen as the suppliers in the service offering.

One of the main factors in service quality is that the customer participates continuously in the service production process (Grönroos, 2000). From the training concept content point of view, the above-mentioned means that the content needs to be roomy enough to satisfy the customer needs. To make a roomy training plan requires *trust* and *toleration of uncertainty* from the trainer's side.

In addition to and included in all that is mentioned above, one main factor in customer cooperation is the *behavior*. It can be said that *human, respectful and honest behavior* is like an umbrella above the whole service. If it is missing, there is no trust and no prerequisites for successful and high-quality cooperation and business. To express it more concisely it can be said that *honest customer care* is the main issue. Modularity together with the customization degree creates the basis for the KKK concept productization process description.

Tacit knowledge utilization is part of a high-quality adult training concept (Virtainlahti, 2008). In this thesis, tacit knowledge is observed as part of the training content offering. In a publication on innovation pedagogy (Lehto, Kairisto-Mertanen & Penttilä, 2012), it is described how in the TYT faculty, versatile know-how of the students is utilized in practice in the training by new methods. A working life oriented way of learning is the guiding approach in innovation pedagogy.

A conclusion of the thesis is that the productization of a training concept is a result of supportive theory topics mentioned above and observations during the KKK trainings, feedback analysis of TUAS' labor market trainings, students' verbal KKK feedback and companies' occasional feedback. In chapter 5.0, case Kolmikannalla Kasvuun – labor market training is presented in terms of the analyzed results of each KKK training key feedback and defined development areas that are utilized in the productization of a training concept.

Customer orientation is realized in the KKK trainings by constant interactive cooperation with students. In chapter 5.3 of the thesis, observations and feedback are identified as the three progression phases of knowledge focus areas: self-management knowledge, generic knowledge and professional knowledge, degree of customization and change of the focus of students' engagement.

## 6.2 Description of a productized labor market training concept

Productization of the labor market training is a process that consists of four steps. The main focus in this thesis is on the identification of the best practices, feedback and description parts. Price setting and marketing and the continuous development parts are not focused on. Identification of the best practices and feedback requires the most extensive research work. The viewpoint is in the whole training concept. The training concept is a totality of on-the-job learning and contact lessons. The nature of the training concept content, variation of training and working, is used as the body structure in the productization description. The training concept duration, around six months, is another structural element in the productization description. The time and content dimensions of the training concept act as the framework in the productization description; the elements of productization are described by means of those. To select the two dimensions as the framework can be seen as the first step in the productization work.

After identifying the framework elements, the main phases of the KKK labor market training productization concept are (Figure 31):

1. Identification of the best practices and feedback
2. Description
3. Price setting and marketing
4. Continuous development.



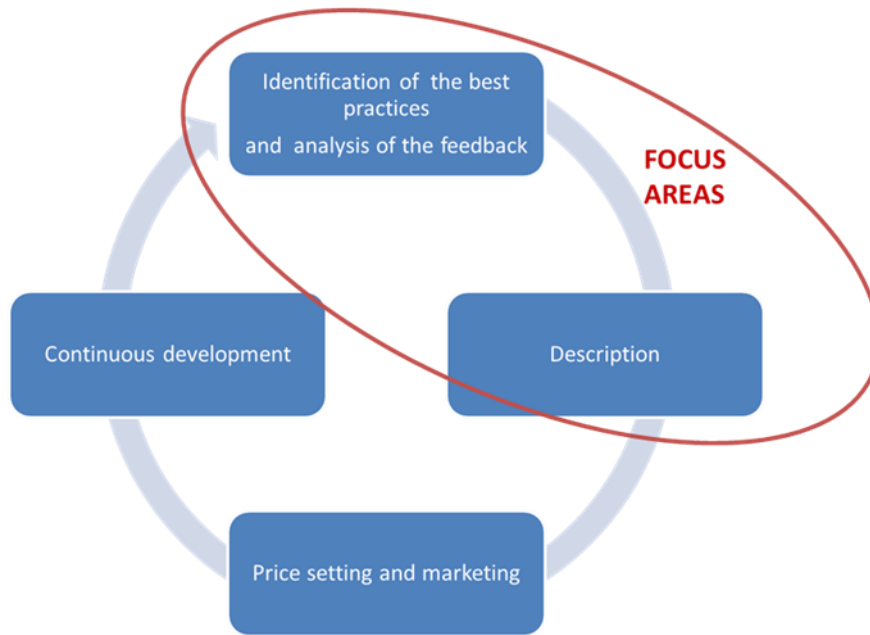


Figure 31. Main phases of the Kolmikkannalla kasvuun – labor market training productization concept.

1. Identification of the best practices and feedback of the KKK training concept (Figure 32):

- Identification of the three progression phases of knowledge focus areas: self- management knowledge, generic knowledge and professional knowledge
- Degree of customization
- Change of the focus of students' engagement
- Directional decrees of KKK training participants.

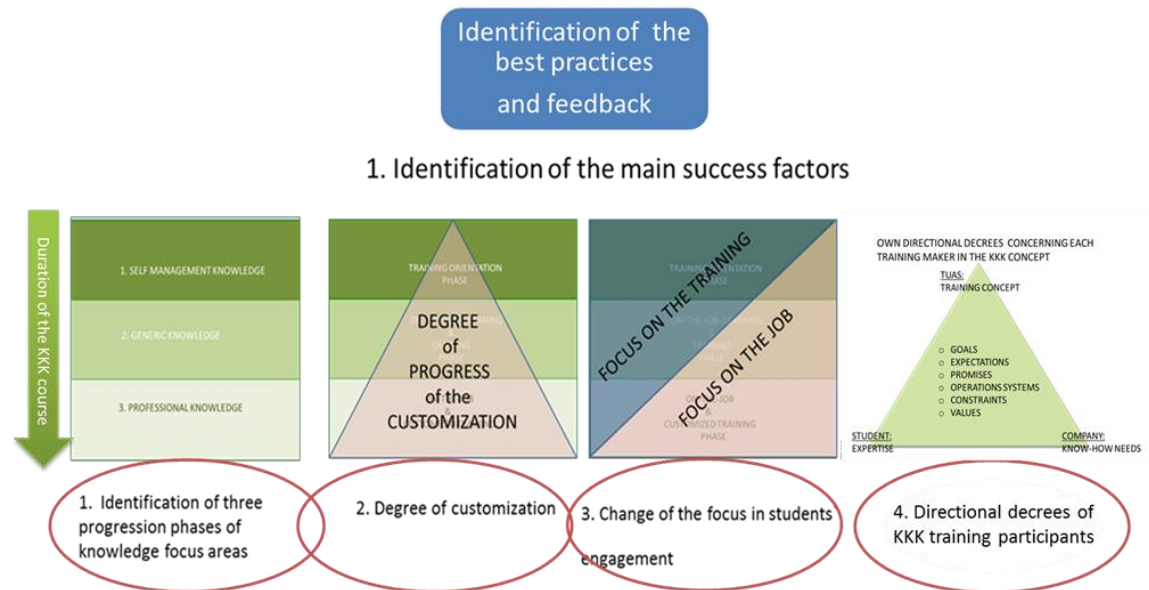


Figure 32. Identification of the best practices and feedback of KKK concept participants.

Identification of the three progression phases of the knowledge focus areas, self-management knowledge, generic knowledge and professional knowledge, is a model of the main identified knowledge sectors. The three knowledge sectors are not clearly separated from each other in terms of time or knowledge. In practice, there is overlapping between the knowledge sectors and differences between the duration of the sectors. Description of the degree of customization is a model that describes the focus of its progress. In practice the progress of the customization is not that explicit. The model of a description of the change of the focus of students' engagement describes the bipartition of the main focus of the training and the job. In practice the focus is not that clear. Directional decrees of the KKK training participants are described as a triangle. Each corner of the triangle is as important in terms of keeping the shape of the triangle. The model of the triangle describes the three participant's equal roles in making the training and taking into account the directional decrees of each participant.

2. The *description* of the KKK training concept covers: *knowledge based subject structure, innovation pedagogy, concept periods and directional decrees*.

The *knowledge based subject structure* is described by positioning the modularity and customization degree of each knowledge area (Figure 33).

In *self- management knowledge phase*, the training subject focus is on self-awareness, SMS company culture understanding and orientation to training.

In *generic knowledge phase*, the training focus is on working life related skills, basic business understanding, and on orientation to on-the-job learning.

In *professional knowledge phase*, the training focus is on special expertise, deeper business understanding and personal coaching and mentoring.

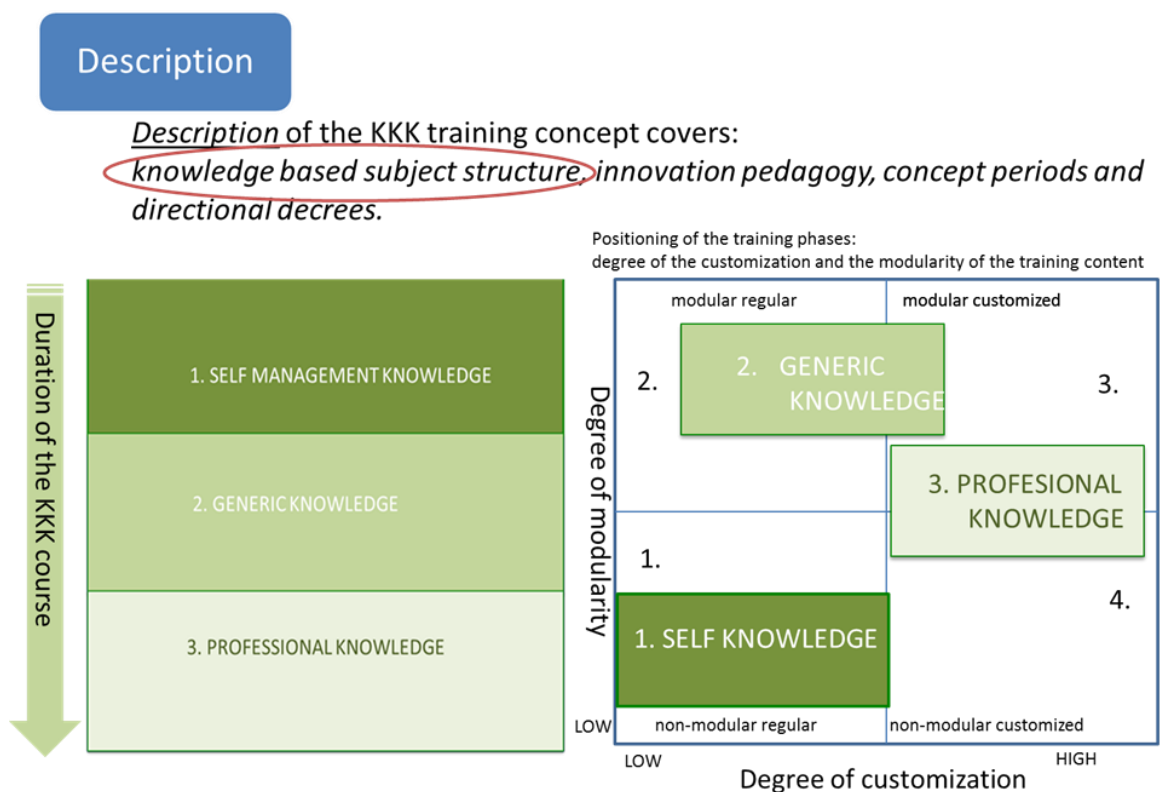


Figure 33. Modularity and customization degree in KKK training.

The modularity and customization framework of the training is defined in four categories: 1. *Offering of existing trainings (non-modular, regular)*, 2. *Offering of requirement-based existing training modules (modular, regular)*, 3. *Offering of made-to-requirement trainings (modular, customized)* and 4. *Offering of execute-to-requirement trainings (non-modular, customized)*. The offering of existing trainings means trainings that exist in a certain training program. The offering of requirement-based existing training modules means existing trainings, including modules that can be utilized by reorganizing them into a new training totality. The offering of made-to-requirement trainings means trainings where the content of the training modules and the selection of the training modules are based on customer requirements. The offering of the execute-to-requirement trainings means trainings that are fully customized (Figure 33).

The training offering is visualized in Figure 34 as follows: existing trainings, such as ready-made trainings, existing trainings, parts of which can be reorganized to new training totalities and customized trainings that are completely new training totalities.

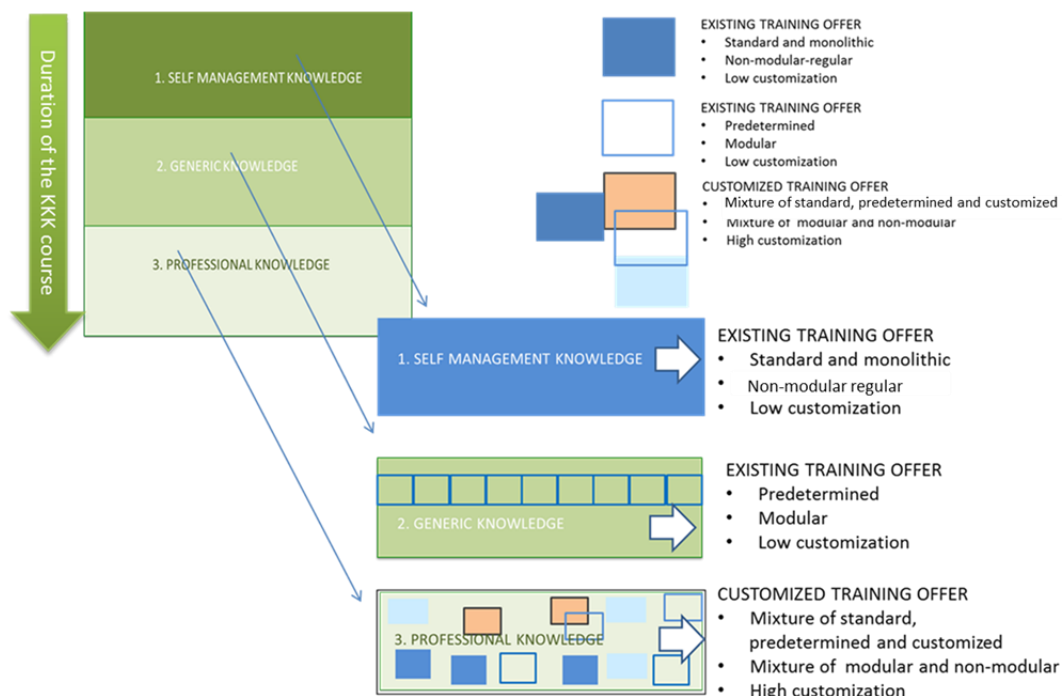


Figure 34. Modularity and customization framework.

In the self-management knowledge phase the existing standard training is offered: focus on orientation and self-knowledge activities. The students are mainly receptive in the beginning of the training and the trainer has experience and is able to offer contents from the existing offering. In the generic knowledge phase, predetermined existing training modules are offered based on the students' needs. In the professional knowledge phase, students' requirements are at the highest level, with specific substance needs and focus on right timing. Then the training is very tailor made. The trainer can utilize existing training modules, pre-determined modules and/or completely new training content.

Examples on the training subjects and contents in KKK training related to the existing and customized trainings are described in Figure 35. In the example, the project management is the main subject. The project management content varies from completely customized to existing contents.

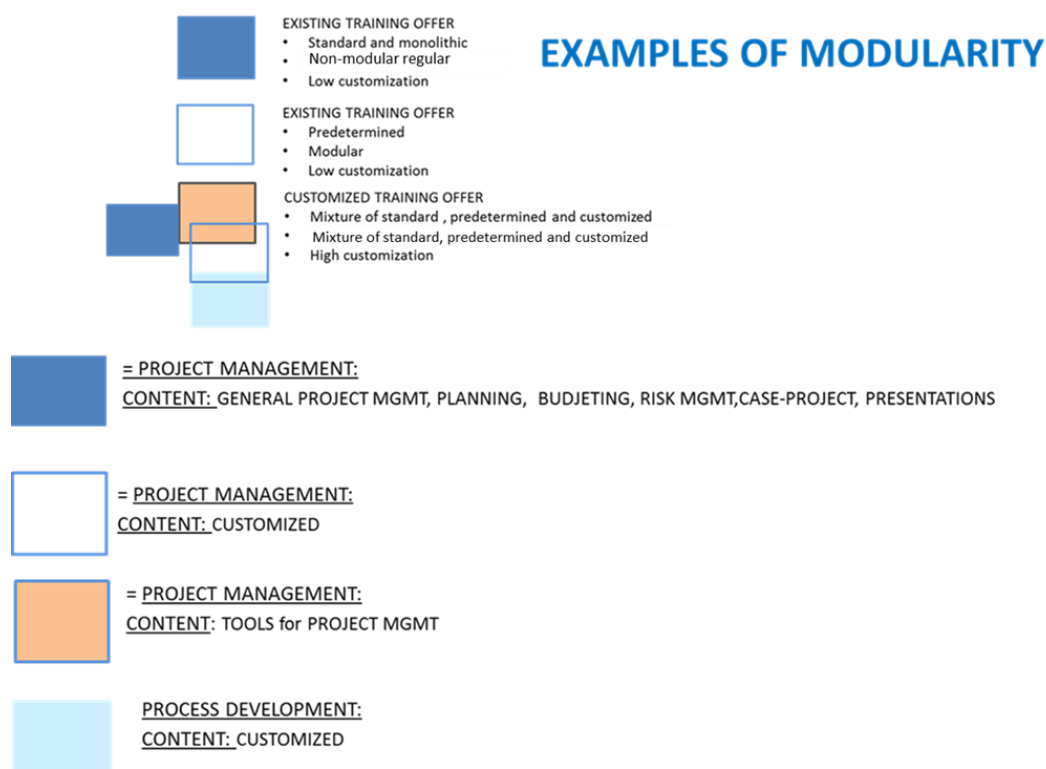


Figure 35. Existing and customized trainings' subject examples in KKK training.

In KKK trainings, the training content consists of management of know-how, working life knowledge, business know-how, project management, product development, sales and marketing, internationality and innovation. Here are some examples of the variation of subjects of the content in the KKK training offering:

- Management of know-how: SELF KNOWLEDGE, ATTITUDES, MGMT, LEADERSHIP, CHANGE MGMT, MODELS OF BEHAVIOUR, VALUES, COACHING, GROUPING
- Working life knowledge: SMALL- AND MEDIUM-SIZED COMPANY RELATED UNDERSTANDING, FACTORY VISITS, NETWORKING, CASE PRESENTATIONS, ON-THE-JOB LEARNING STATUS, WORK APPLICATION
- Business know-how: MGMT ACCOUNTING, BUDJETING, PROFITABILITY, METRICS, QUALITY, BUSINESS MGMT, PRICING, FINANCIAL STATEMENT
- Project management: PROCESSES & QUALITY, OWN DEVELOPMENT PROJECT MGMT, CASEPROJECT PRESENTATIONS
- Product development: PRODECIM PLAY, PROCESS, PRODUCT DEVELOPMENT RELATED TO BUSINESS, QUALITY, NETWORKING, INNOVATIVENESS, SERVICE/PRODUCT ELEMENTS, PRODUCTIZATION
- Sales and Marketing: SALES AND MARKETING PLAN, CASE STUDIES
- Internationality: STRATEGY WORK, CASE STUDIES
- innovation: INNOVATION KNOW-HOW, STUDENTS AS TRAINERS, CASE STUDIES, INNOVATION IN AN UAS, SHARED EXPERTISE.

### *Innovation pedagogy*

The expedient way of executing and the content of the training are the quality factors in the training concept. On-the-job learning and the contact training together compose the development of know-how. In different training phases there are needs for different pedagogical methods and training contents (Figure 36).

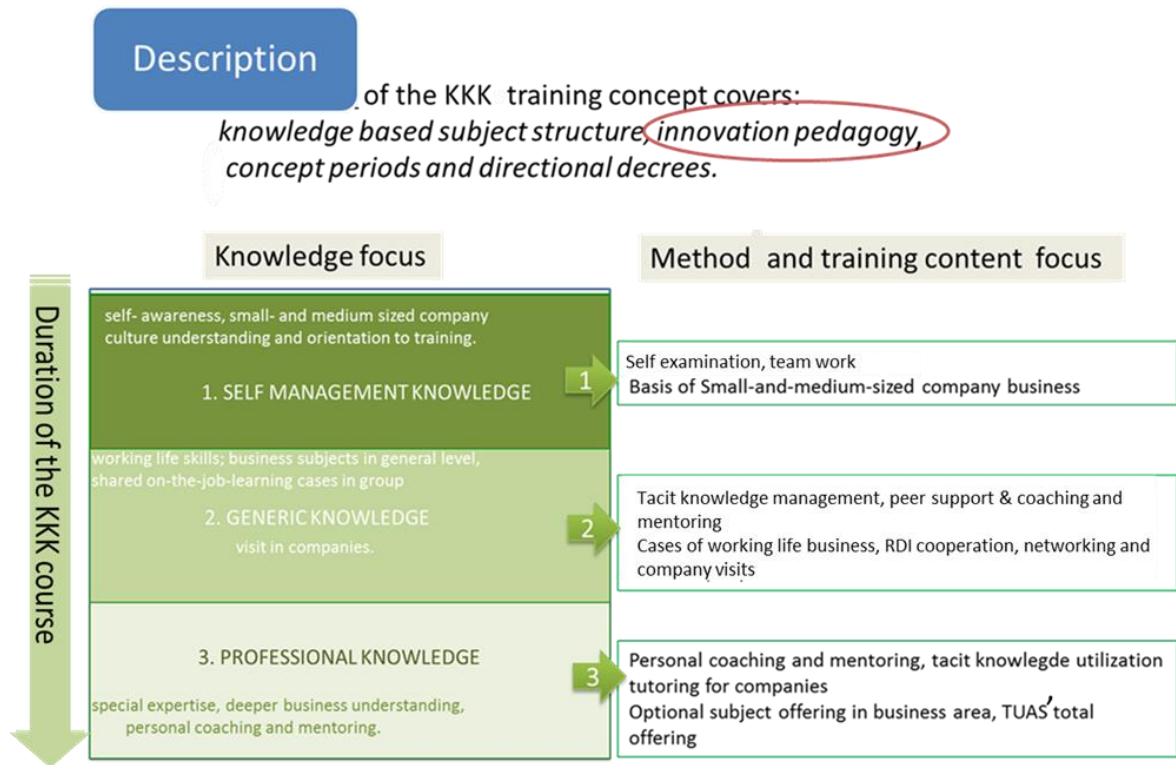


Figure 36. Knowledge and method focus in the training.

The first phase contains the following: self-management, the focus is on team working methods, confidence and open atmosphere building. The subject content focus is in general business understanding with true cases in interactive sessions.

The second phase contains the following: generic knowledge, the focus is on peer coaching, mentoring, change management, project management and problem solving methods, to enable time management, prioritizing and solution making. The subject content focus is on targeted cases of real business life in interactive sessions. Furthermore, TUAS' RDI project presentations, networking with TUAS' connections; students' and TUAS' external connections, other training groups and company visits are included.

The third phase contains the following: professional knowledge, the focus is on personal mentoring and coaching methods, tacit knowledge utilization and identification of company-specific requirements.

The subject content focus is on the personal level: specified business subjects offering for students and companies. TUAS' total training and specialist offering is visible and flexible to utilize.

### Concept periods

The training concept consisted of 120 working days in total, of which 85 were on-the-job training and 35 days presence studies. The structure of the concept as such is related to the quality of the whole training concept: the timetable of the studies, pacing between on-the-job training and presence studies. In the first phase, in the self-management knowledge phase, the contact study periods are fixed week-based. In the second phase, in the generic knowledge phase, the contact study periods are partly fixed week-based and partly fixed day-based. In the third phase, in the professional knowledge phase, the contact study periods are variably day-based, including an optional study offering (Figure 37). Each period has common fixed group days, which ensures continuous experience sharing, peer support, networking and tacit knowledge utilization.



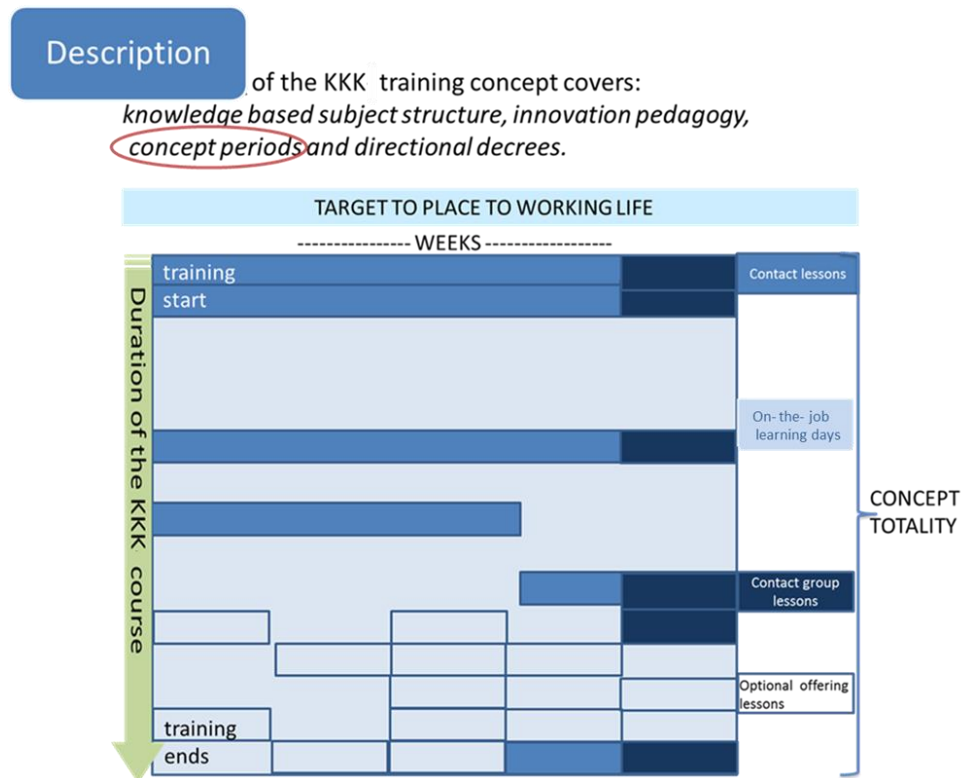


Figure 37. Pacing between on-the-job training and presence studies.

A change of the period structure is in progress, pacing between contact lessons and on-the-job trainings towards the end of the course. The progress relates to the knowledge focus area, the customization degree progress and progress of the focus of the student engagement (Figure 38).

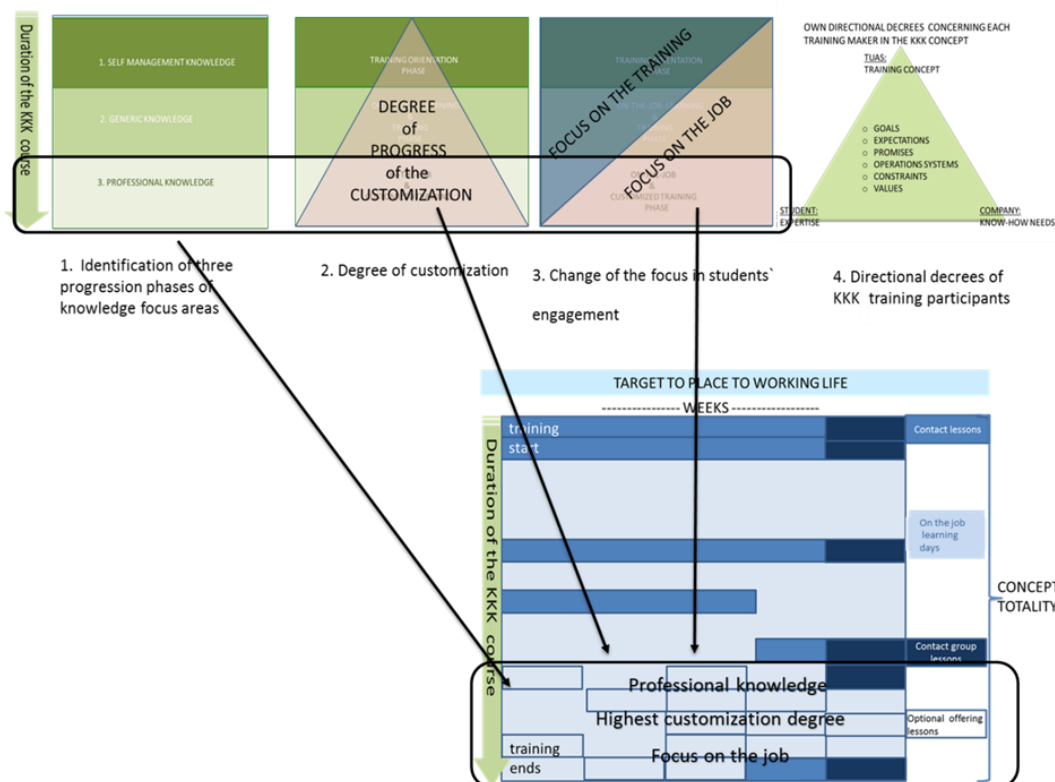


Figure 38. The description of the relations between the identified progresses in KKK training.

Changing the training concept structure at the end part of the course is a solution for the requirements of professional focused knowledge. It is done by optional subject offering. It responds to the high customization requirements by an individual timetable, the possibility to choose from the optional offering for one's own purposes in terms of time. It responds to the fact that at the end part of the training, the focus of the students is on work. The response takes into account that contact lessons are not solid weeks but unattached days; it is easier to stay away from work compared to whole weeks.

Directional decrees regulate cooperation among the KKK participants: TUAS, the companies and students.

ELY Centre and TE Services are the main external contacts to trainer, TUAS. The trainer has to follow the agreements and act based on them. TUAS also

has internal procedures on how to act and internal metrics for successful training.

### Description

of the KKK training concept covers:  
*knowledge based subject structure, innovation pedagogy,  
 concept periods and directional decrees.*

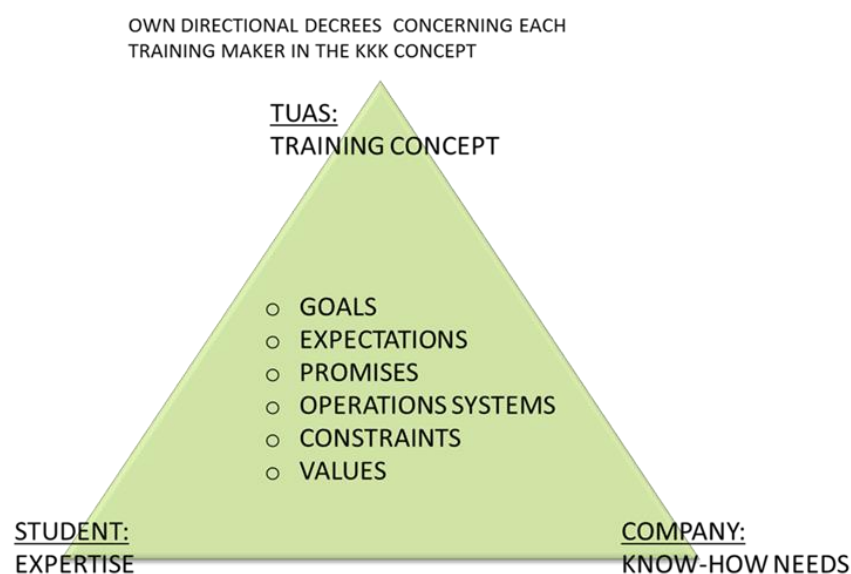


Figure 39 Description of the KKK training participants' directional degrees.

Companies that are involved in the KKK concept follow the concept related agreement. They also have their internal procedures on how to act and internal expectations for successful on-the-job learning.

Companies can make a separate agreement with students, for example related to the company confidentiality information. The students have an agreement with TE Services. They have personal expectations and values related to the KKK training (Figure 39).

It is important to discuss the directional decrees with all KKK members, and to understand the requirements and the flexibility within the agreements. It helps to

build an open and honest training atmosphere and enables flexible acting for the best of all parties.

### Price setting

Price setting is one main topic when making a training offer. The modular structure of the training makes price setting easier. Optional study offering is costly, as it requires more resources than fixed studies. Cost efficiency can be reached by utilizing TUAS' broad specialist organization and training offering, and students' tacit knowledge on the training. TUAS' degree and Open TUAS studies can be utilized for the optional subjects in the training.

### Marketing

Students from the TYT faculty's Sales program executed a new marketing plan for the KKK project. They executed the plan as part of their studies. They improved and variegated the marketing plan to make the KKK concept familiar to a large amount of companies. They searched new marketing channels, mainly in social media. The students also made the marketing message clearer (Appendix 5).

### Continuous development

Each of the KKK trainings had new development elements that were tested in the trainings. The best elements were transferred to the next trainings. In the transferring a continuous iteration process happens. Each a new training is a new training totality, including new elements added to the existing good elements. That is why all the new trainings go through the iteration process as a continuing testing (Figure 40).

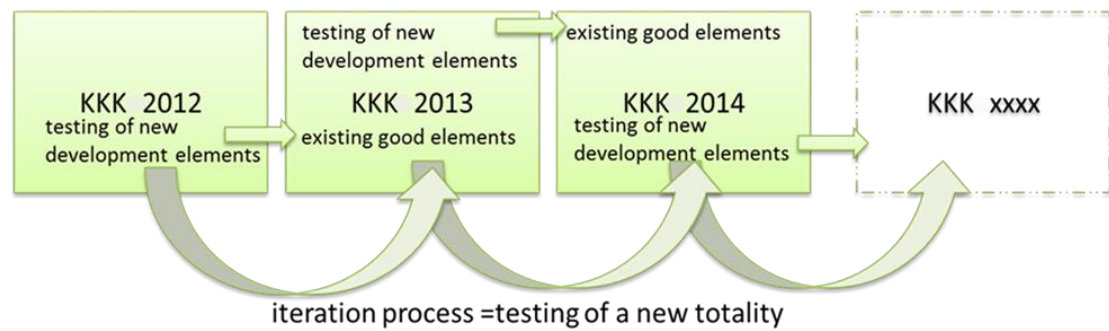


Figure 40. Testing and iteration process between KKK concepts.

Testing is an important part of the productization process. The KKK labor market trainings were a continuum of similar training concepts. It enables testing new quality training elements and analyzes the results during and after the trainings and implements them to new training. Students' involvement was a key issue to do research and development work in training. Development requires continuous work, training concept is never ready.

## 7 CONCLUSION

### 7.1 Summary

The productization of services is still a relatively little examined and new issue. In the education field, the challenge is to perceive and describe the trainings as services. A cost-efficient way of operating is more related to corporate life. Nowadays the education field is under financial challenges; there is a concrete need for new kinds of cost efficient ways of operations and investments in the quality of trainings, making an effort on customization. Productization is a solution to keep up the competitiveness. Productization is not a separate task to do to activate the sales of the trainings. The productization of a training concept starts from the top strategy and ends in the customized training. A successful productization is a process composed of all basic training phases. A customer oriented approach means that the customer requirements are known, the customer focus group is defined and the customer is involved during the productization process. Customer involvement demands flexible timetables and the ability to response to needs. Innovativeness, openness and an invigorating and trusting atmosphere are the basic success factors for high-quality customer oriented training.

The aim of the thesis was to identify the main success factors of the KKK training concepts and to describe the productization process based on them. Both aims were reached successfully. The descriptions of the outcomes are introduced in chapter six in this thesis. In addition to the main results, the thesis writer created a new framework tool for the productization of a training concept work. The thesis writer adapted the existing Modularity and Customization framework (Bask, Lipponen, Rajahonka & Tinnilä, 2011) to the KKK concept. A modular training structure is a prerequisite and possibility for the cost efficient operation of TUAS. The definition of the modularity and customization degrees together is the quality factor of the training concept. The change of the modu-

larity and customization degree focus during the training was the main finding and factor to the content description of the whole productization.

The meaning of internal and external productization is important to understand in the KKK training concept. Internal productization defines the requirements for TUAS, as the party responsible for the training. External productization is related to competitive marketing and a high-quality service for a focused customer group. In a productized training concept the distinctiveness and preferences are the key bases of marketing. Internal productization requirements are related to the teacher's skills and ability to identify the customer needs, smooth acting and agility adjusting the proper training content and methods against the customer needs. To be able to offer optional subjects for students, TUAS' total training offering potential utilization needs to be more transparent and in the longer run, more modularly structured.

The thesis writer's observations during the trainings were the basic source of information. The theory part consisted of productization of educational services, adult training, models and methods of productization. The thesis writer's involvement in three KKK training concepts enabled making systematic development work, and doing an iteration and evaluation process between the trainings. Forty-five students in total have given their feedback. The thesis writer's comprehensive involvement in all trainings enabled the systematic development work over a long period of time. Continuous customer involvement in the development of the training quality was the enabler of the thesis outcome. Based on the used methods and extent of the thesis, the reliability and the scope of the research are sufficient.

## 7.2 Development ideas for the future

In the current state analysis of the Provincial government (2005) it is seen that there is a growing need for adult education and even at the same time there is an uncertainty of the financing. The development focus of the trainings is the customer-oriented and the person-oriented approach. All above mentioned issues are in the focus of the thesis outcome. Mr. Petri Järvinen (interview in May 2014) from ELY Centre of Southwest Finland sees that in the future, labor market trainings might change towards more tailor-made trainings and with more focused content for companies' needs. He also sees that the offering of the trainings might become clearer from the training provider's viewpoint. The focus of competitive bidding of a single training concept could change towards competitive bidding of a large amount of training entities. Innovativeness and new ideas on the training concepts are welcome. Mr. Petri Järvinen highlights that cooperation between labor market training providers can bring added value for the training quality, by means of networking.

At TUAS there is unused potential of versatile know-how to be utilized in the training offering. TUAS provides the labor market trainings in different faculties independently. The thesis writer has made a business plan proposal on how to improve TUAS' training competitive potential towards ELY Centre by utilizing the total training offering (Appendix 4). It could give a competitive advantage to TUAS to be a regular labor market training provider. The modular training structure needs additional development work at TUAS. Modularity is a potential with which TUAS can reach cost efficiency. Optional subject offering is one of TUAS' competitive advantages that are not utilized broadly. It requires transparency of the training programs, flexible administration systems and open attitudes among the teachers.

One of TUAS' quality metrics is to reach 55 credits per student per academic year. To reach the credit target, one possibility is to offer more parallel optional



training modules, i.e. to improve the individual level offering. It requires a more transparent and modular training offering, including the Open TUAS offering.

Innovation pedagogy at TUAS is working life oriented learning. It binds together the research and development work and motivating working life oriented learning methods by utilizing the versatility of the study programs and skills. Innovation pedagogy as a term requires assimilation to be utilized more broadly. Innovation pedagogy is a means to reach the quality and numerical targets of the studies. It is a means by which students are motivated to reach the targets. It is also a means by which innovative structures can be offered to complete the degrees in time. It is a means by which TUAS can improve its competitiveness as a high quality university of applied sciences.

### 7.3 Criticism of own learning

The involvement in the KKK trainings has been a long and interesting learning journey. During the journey, the thesis writer has learned to stand the incompleteness and uncertainty. When dealing with people, the most important things are to be present, responsive, honest, open-minded and appreciative. Those qualities enable building up a trustful environment that is the key enabler in building up high-quality training. The productization of the KKK training concept was an obvious subject for the thesis from the beginning of the MBA studies of the thesis writer. Own motivation, involvement and interest in the development work of the training concept were the drivers. The research question was not clear in the beginning. It has changed during the thesis work. The point of view i.e. how to approach the subject of the thesis was the most challenging task. The development focus and best practices in the KKK trainings were clear, but the challenge was how to connect them to productization work and how to describe them.

One of the main issues learned by the thesis writer was the importance of customer orientation. In the theories of productization and education together with the KKK cases, the customer approach is in the center.

Customer approach is not the same thing as full customization. The degree of customization requires know-how and identification skills. Identifying the degree of customization requires close cooperation with the customers. Each of the KKK training was different. Every training group consisted of unique students. That is why there is no general formula on a detailed level how to create high-quality training. The thesis outcome, the productized training concept, is described on a general level. The collection of all commonalities of the best practices and feedback from all KKK trainings is the basis for the identification and description of the level of generic elements. The analyzing, definition and description of the productization framework is another major learning process for the thesis writer.

The MBA thesis can be seen as a triangle of elements of theory, case KKK and the MBA thesis work itself. Each corner needs to be in balance for a high-quality thesis outcome (Figure 41).



Figure 41. MBA thesis elements.

The thesis writer learned a lot about different theories. All KKK training cases have educated the thesis writer in many different ways. Working with a MBA thesis developed the thesis writer's patience, academic writing skills and sus-

tainability. The thesis writer's own goals and expectations were fulfilled more than was targeted. Without a competent group of teachers and students the learning results could not have been as extensive. One of the most supportive and descriptive feedback came from one of the KKK students:

"Thanks for all great professional trainers, a great interactive atmosphere and good sparring during the course."

One of the goals of the productization framework of KKK training concept was to activate the TUAS training export business. The first interest for KKK training concept framework came from Innovation Partnership Program (IPP) from Hanoi, Vietnam October 2014. Cooperation within framework adaption to Vietnam is started.

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RAPORTTI

TURUN AMMATTIKORKEAKOULU

Kolmikannalla kasvuun -hanke

# MARKKINOINTISUUNNITELMA



TURUN AMMATTIKORKEAKOULU  
TURKU UNIVERSITY OF APPLIED SCIENCES

## **TIIVISTELMÄ**

TURUN AMMATTIKORKEAKOULU

ANNIINA LAIHO / TUOMAS KIVIRANTA / JANNI PALONEN / JANNE SAMPO / TOMI KALLIONPÄÄ /  
JOONA PELTTARI

8.10.2013

Kolmikannalla kasvuun -hanke

# MARKKINOINTISUUNNITELMA

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# 1 JOHDANTO

Tämä projektityö on osa markkinointiviestinnän opintojaksoa. Toimeksiantomme on auttaa yhteyshenkilöämme Tarja Åbergia saamaan uusia yrityksiä mukaan Kolmikannalla kasvuun –hankkeeseen, joka on Turun Ammattikorkeakoulun täydennyskoulutuksen kurssi. Tehtävämme on suunnitella perinteisen puhelinmarkkinoinnin rinnalle eri tapoja ja kanavia, joissa hanketta voidaan markkinoida.

## 2 ESITTEET

### 2.1 Esitteiden uudistaminen

Hankkeen tämänhetkinen esite on epäselvä ja siinä on liikaa tekstiä. Mielestämme myös hankkeella tulisi olla kaksi aivan erillistä esitettä, joista toinen olisi tarkoitettu opiskelijoille ja toinen yrityksille. Näiden esitteiden pitäisi vastata selkeästi ja ytimekkäästi kohderyhmän kysymykseen ”Miksi osallistuisin tälle kurssille?” sillä opiskelijoilla ja yrityksillä on siihen eri syyt.

Päätimme suunnitella itse, millaiselta esitteen kansilehti voisi näyttää, jotta se olisi houkuttelevamman näköinen ja selkeämpi. Suunnittelimme kaksi erilaista vaihtoehtoa. Nämä ovat tietenkin vielä luonnoksia ja niitä voidaan muokata.

#### 2.1.1 Rakenne

Mielestämme esite voitaisiin toteuttaa Ammattikorkeakoulun nimissä lähetettävänä ns. ”mainoskirjasina”. Esitteen ulkoasu toteutettaisiin siis niin, että ensimmäisenä sivuna olisi jompikumpi liitteinä olevista kansilehdistä jonka jälkeen toisena sivuna seuraisi info-sivu, tämän jälkeen tulisi referenssi-sivu jossa kerrotaisiin jonkin yrityksen ja työntekijän tarina (ks. referenssit kohta), ja viimeisenä takakansi.

#### 2.1.2 Referenssit

Mielestämme referenssit ja onnistumistarinat on ehdottomasti tärkein asia uusien yritysten hankinnassa ja siihen tulisikin panostaa erityisesti. Seuraavia mietimme:

Millainen referenssiyrityksen tulisi olla?

1. Yritys, jonka tarina halutaan kertoa, on tunnettu pk-yritys.
2. Yrityksen toimialana voisi olla jokin nykypäivänä houkutteleva ala, esimerkiksi teknologian ala

Mitä onnistumiskertomuksissa voisi olla?

3. Yrityksen esittely
4. Yrityksen suhtautuminen projektin alussa hankkeeseen

5. Yrityksestä voisi kertoa joku korkeampi toimihenkilö joka esittelee projektin kulkua yrityksen näkökulmasta
6. Nykytilanne

Työntekijän näkökulmasta:

7. Taustat
8. Syyt hakea projektiin
9. Hän kertoo kokemuksiaan projektin kulusta ja mitä hän on oppinut
10. Näkökulmaa voi olla yrityksen toimintatavoista, henkilöstöstä tai yleisestä työilmapiiristä
11. Nykytilanne (työllistynyt yritykseen/johonkin toiseen yritykseen projektin kokemuksen kautta)

## 2.2 Jakelu postissa

Tätä uutta esitettä voisi jakaa postissa yrityksille Turun Ammattikorkeakoulun kirjekuorissa. Näin se näyttäisi uskottavammalta eikä mielletäisi heti turhaksi mainoslapuksi, joka päätyy suoraan paperinkeräykseen. Yritysten yhteystiedot voitaisiin selvittää jo olemassa olevista(?) puhelinmyyntilistoista. Postitetun esitteen jälkeen yritykseen on helpompi soittaakin, kun yritys tietää jo hankkeesta jotain.

### 2.2.1 Jakelun toteutus

Mielestämme mainoskirjeen jakelu tulisi toteuttaa projektin alkuvaiheessa, yhdistettynä puhelinkontaktointiin. Käytännössä tämän voisi toteuttaa niin, että kirjeitä lähetettäisiin jokin vakiomäärä yrittäjille viikossa ja tämän jälkeen heidät kontaktoidisiin puhelimella n. 1-2 viikon kuluessa ja tämän jälkeen taas lähestyttäisiin uutta yrittäjäkuntaa. Näin toimien yrittäjät saisivat hieman ennakkotietoja sekä käsitystä toiminnasta enne varsinaista yhteydenottoa, jolloin asia olisi helpompi esitellä ja yritys kykenisi antamaan helpommin vastauksen.

# 3 YRITYSTEN TAPAHTUMAT

Tässä kohtaa yritimme etsiä eri tilaisuuksia ja tapahtumia, jonne olisi mahdollista mennä puhumaan hankkeesta ja joissa olisi potentiaalisia yrityksiä, joita hanke voisi kiinnostaa.

## 3.1 Messut

Emme löytäneet kohderyhmälle sopivia messuja, joissa tapahtuman markkinointi olisi hyödyllistä.

## 3.2 Muut tapahtumat

Yrittäjät/Varsinais-Suomen yrittäjät

- Tällä hetkellä ei ehkä sopivia tapahtumia kalenterissa
- Tapahtumia vähintään viikoittain
- Paikallisyhdistyksillä myös paljon tapahtumia
- Turun AMK:n yhteistyökumppani

<http://www.yrittajat.fi/varsinaissuomenyrittajat/>

Varsinais-Suomen IT-yrittäjät ry

- Tällä hetkellä ei sopivia tapahtumia tulossa
- Turun AMK:n yhteistyökumppani

<http://www.teejotain.fi/>

Turun Nuorkauppakamari ry

- Turun Kehittäjän 2013 seminaari ja iltajuhla 15.11. Logomo

- Jonkin verran tapahtumia
- Kamarilounaat joka kuun alussa

<http://www.jciturku.com/>

#### Muut alueen nuorkauppakamarit

- Tällä hetkellä ei sopivia tapahtumia tulossa

<http://www.aurajokijc.fi/etusivu/>

<http://www.jcrauma.fi/>

<http://www.jcraisionaantali.fi/>

<http://www.jcvakkasuomi.fi/fi/etusivu/>

#### Turun Kauppakamari

- Ei sopivia tapahtumia tällä hetkellä
- Seminaareja säännöllisen epäsäännöllisesti

<http://www.turku.chamber.fi/>

#### Turun Yrittäjänaiset

- Ei sopivia tapahtumia tällä hetkellä
- Mainostavat sivuillaan muita koulutushankkeita
- Mm. Liike-hanke
- Kolmikannalla Kasvuun –hanke sopisi joukkoon

<http://www.turunyrittajanaiset.fi/>

#### Yrityssalo Oy

- Ei sopivia tapahtumia tällä hetkellä
- Pyrkivät edistämään yritysten toimintaa, mm. kasvua, Salon alueella

<http://www.yrityssalo.fi/>

## Potkuri

- Ei varsinaisesti tapahtumia
- Toimittaa ilmeisesti myös VS Osaamisfoorumin materiaalin, mutta linkkiä ei löydy foorumiin (<http://www.vs-osaamisfoorumi.fi/>)
- Linkki löytyy Turun Yrittäjien sivuilta Muiden koulutusta ja tapahtumia – osiosta
- Osaamisfoorumista helppo löytää Kolmikannalla Kasvuun
- Lisätietoja: linkki ei toimi

# 4 SÄHKÖISET KANAVAT

Tällä hetkellä hankkeesta löytyy melko niukasti tietoa netistä ja se on hankalasti saatavilla. Netti on kuitenkin tämän päivän tärkein ja varmin tiedonhankinnan lähde, joten meidän mielestämme tässä olisi tärkeä korjauksen paikka. Hankkeella tulisi olla omat nettisivut tai jos tämä ei ole mahdollista, niin vähintäänkin tämän hetkinen ”yhden sivun” nettisivu, joka löytyy hyvin hankalasti Turun Ammattikorkeakoulun sivuilta monen linkin takaa, tulisi olla näkyvämmiin esillä. Ainakin TurkuAMKIN etusivulla Ajankohtaista-otsikon alla tulisi olla linkki hankkeeseen ja muutaman sanan pituinen vetävä iskulause.

## 4.1 Nettisivut

Ideoita nettisivun layoutiin:

- Etusivu, mainos ja grafiikka
- Etusivulla yksi lyhyt onnistumiskertomus ja linkki loppuihin
- Viisi (tai enemmän) kertomusta, erillisellä sivulla
- Yrityksille oma info
- Osaajille oma info
- Yhteystiedot

### 4.1.1 Toteutus&näkyvyys

Nettisivujen toteuttamisessa harkitsimme Turun Ammattikorkeakoulun omien resurssien hyödyntämistä esim. osuuskuntia. Turussa ja Salossa on ainakin kolme aktiivista osuuskuntaa, joista voisi olla apua markkinoinnissa tai nettisivujen toteuttamisessa.

- meilo.fi (Salon opiskelijat, markkinointi ja mainonta)
- kaikidea.fi (Lemminkäisenkadun opiskelijat, markkinointipalvelut)
- claudit.fi (ICT-talon opiskelijat, graafinen suunnittelu & verkkosivut)

## 4.2 Sosiaalinen Media

### 4.2.1 Yleisesti

Monia yrityksiä sekä pk- että suur-yritys sektorilla on panostanut markkinoinnissaan sekä imagonhallinnassaan sosiaalisessa mediassa läsnäolemiseen. Tästä johtuen pohdimme joitakin eri alusta-vaihtoehtoja ja niiden toimivuutta projektin markkinointiin. Kaikissa näissä mielestämme yhteiseksi haasteeksi nousi mediasa läsnäolo, tilin hallinta sekä kontaktien ja verkostojen luominen.

### 4.2.2 Facebook

Facebook on käyttäjämäärältään tällä hetkellä suurimpia sosiaalisia medioita, mutta kyseisen alustan ongelmana on sen heikko soveltuvuus yrityskontaktointiin ja yhteystoimintaan näillä tahoilla.

### 4.2.3 Twitter

Twitter on maailmalla hyvin suuressa suosiossa oleva media, mutta Suomessa sen osuus on huomattavan heikko. Tämän lisäksi Twitterin toimintatapa (160 merkin pikaviestintä) soveltuu erittäin huonosti yritysten kanssa viestimiseen.

### 4.2.4 LinkedIn

LinkedIn on pohtimistamme sosiaalisen median alustoista toimivin vaihtoehto yritysten toimimiseen. Kyseisen alustan etuja olivat sen suurempi yritys- ja asiantuntijayhteisöjen osuus käyttäjäkunnasta sekä alustan ”ammattimaisuuteen ja asiantuntijuuteen ” perustuva toimintatapa. Ongelmana kuitenkin alustassa on se että sen yhteisöt perustuvat yksilöiden omiin henkilökohtaisiin verkostoihin, sekä sen mainostus rajoitukset.



# LIITTEET

## Liite 1. Esitteen kansilehti vaihtoehto 1

Ensimmäinen luonnos esitteen kansisivusta, joka on suunniteltu jo olemassa olevien esitteiden pohjalta ja niihin yhteensopivaksi.

Vaihtoehto 1 hylättiin, kun Joona suunnitteli uuden innovatiivisemman version.

## Liite 2. Esitteen kansilehti vaihtoehto 2

Joona suunnitteli toisen vaihtoehdon luonnoksen pohjalta A3-kokoiset versiot 1.1.-1.2. sekä 2.1-2.2.

## Liite 3. Nettisivun layout

Alustava suunnitelma siitä, miltä nettisivun layout voisi näyttää.

## Liite 4. Selvitys kansilehdistä ja nettisivuista

Yksityiskohtaisempi selvitys liitteistä 2-3.

# LIIKETOIMINTASUUNNITELMA

## Työvoimakoulutusten kehittäminen Turun AMKssa

sisäisen rahoituksen anomus

Tarja Åberg 7.3.2014



**TURUN AMMATTIKORKEAKOULU**  
TURKU UNIVERSITY OF APPLIED SCIENCES

# Sisältö

- Kuvaus ja taustat
- Tavoite
- SWOT
- Toteutussuunnitelma
- aikataulu ja resurssit
- budjetti
- lopputulos

# Kuvaus ja taustat

## Työvoimakoulutus Turun AMKssa;

- Elyn (päärahoittaja) lanseeraama konsepti (3 – 18kk), joka koostuu työharjoittelusta ja lähiopetuksesta.
- Pää tavoitteena ammatillinen kehittyminen ja työllistyminen, kohderyhmänä työttömät tai työttömyysuhan alaiset hakijat. Työvoimahallinto määrittää tarjouspyynnöissä mm hakuprosessiin liittyviä asioita, raamittaa tarjonnan fokuksen ja kouluttajan vastuun.
- Isommassa osassa AMKn työvoimakoulutuksia työharjoittelu tukee ammatillista kehittymistä, ilman yrityksen kehittämisen fokusta. Pienempi osa koulutuksista on ns. Keko koulutuksia, joissa työharjoittelun fokus on PK sektorin yritysten kehittäminen. Yhteisenä tavoitteena molemmissa työllistyminen.
- Tarjouskilpailujen kautta tulosaluekohtainen toteuttaminen Turun AMKssa:  
TERHY 22 kurssia (ei KeKo), LIB ( pienempi osa KeKo koulutuksia) ja  
TYT ( kaikki KeKo koulutuksia) yht 21 kurssia v. 2003 lähtien (lähde OPAL-palaute).
- Koulutuksissa on resursseina sekä AMKn, että ulkopuolista osaamista konseptin eri prosessin vaiheissa.
- *Pääsääntöisesti* koulutusten sisällöstä hyvää palautetta, kehitettävää henkilökohtaistamisessa, koulutuskonseptin rakenteessa ja kokonaisuudessa.

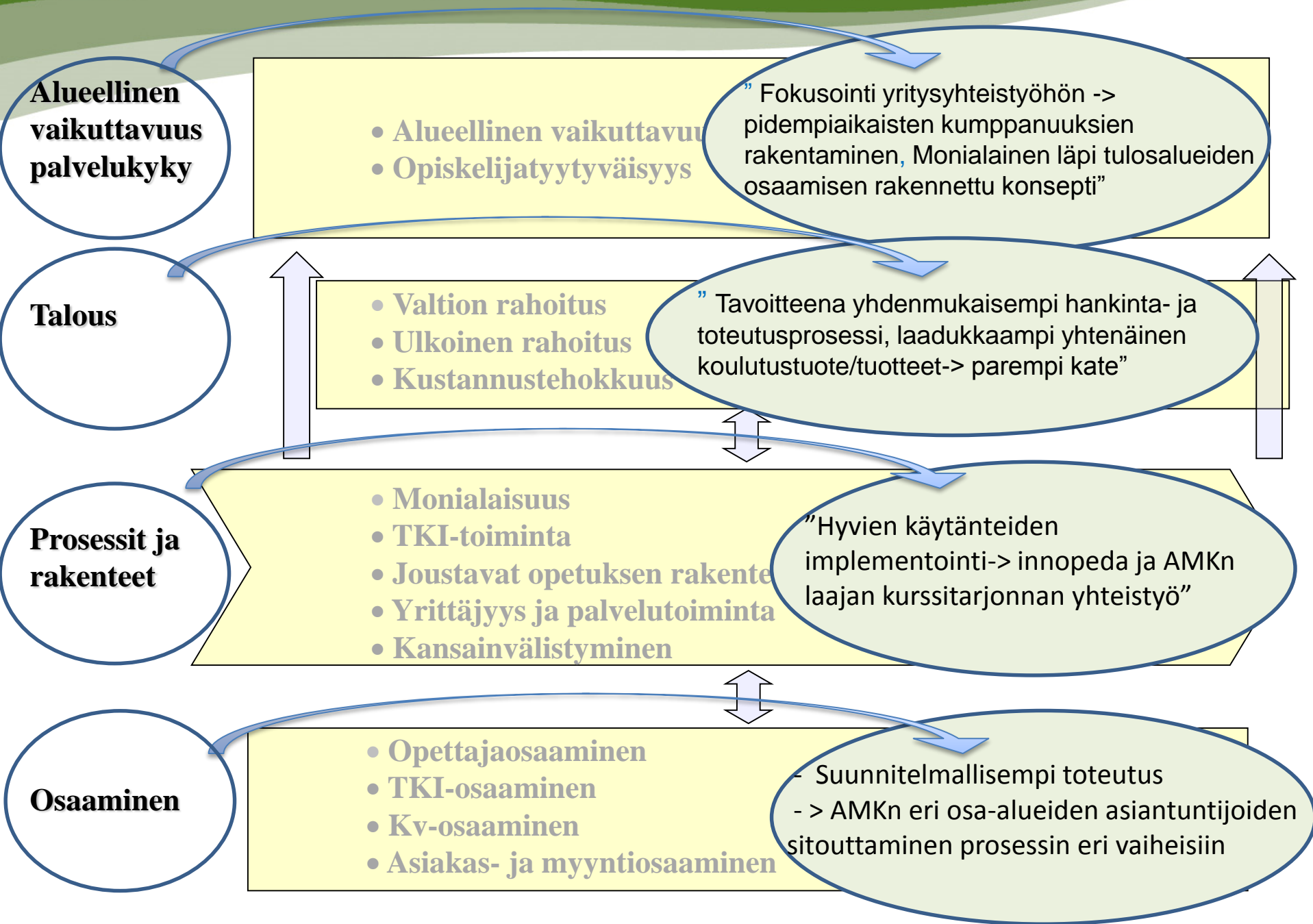
# Tavoitteet;

**Kehittämisen kohteena on työvoimakoulutuskonseptien kehittäminen, mutta tavoite on tuotteistamisen kautta hyödyntää tuloksia mahdollisimman laajasti muissakin koulutuksissa.**

Tavoitteena yhdenmukaisempi hankinta- ja toteutusprosessi sekä laadukkaampi yhtenäinen koulutustuote/tuotteet, joiden avulla voidaan tehostaa palvelun tuottamista pro-aktiivisesti ja mahdollistaa liikevaihdon jatkumo ja parempi kate:

- Suunnitelmallisempi toteutus - > AMKn eri osa-alueiden asiantuntijoiden sitouttaminen prosessin eri vaiheisiin
- Monialainen läpi tulosalueiden osaamisen rakennettu konsepti. Yksi toteutustapa voi olla ns. non-stop koulutukset -> laadukkaampi ja kustannustehokkaampi koulutus
- Hyvien käytänteiden implementointi-> innopeda ja AMKn laajan kurssitarjonnan yhteistyö
- Fokusointi yritys yhteistyöhön -> pidempiaikaisten kumppanuuksien rakentaminen

# Tavoitteet; linkki AMKn strategiakarttaan



# SWOT

- Monialaisuus
- Pitkä kokemus työvoimakoulutuksista
- Hyvät OPAL palautteet
- Laaja asiantuntijaorganisaatio
- Laaja yritysverkosto

- Tulosalue- keskeisyys
- Rakenteelliset ja toiminnalliset rajoitteet
- Asiantuntijaresurssien ja tarpeen kohtaaminen
- Työvoimakoulutusten epäjätkumo
- Huono kate

**S**

**W**

**O**

**T**

- Työvoimakoulutuksille on aina tarvetta
- AMKn monialaisuuden hyödyntäminen
- Hyvät suhteet rahoittajaan
- Innopeda
- AMKn koulutustarjonnan hyödyntäminen
- Turun AMK Oy:n uudet toimintamallit

- Etteivät AMK uudet toimintamallit ja rakenteet tue monialaisuuden joustavampaa hyödyntämistä, suunnitelmallisempaa resurssointia ja osaamislähtöisempää fokusta
- AMKn oman asiantuntijaosaamisen riittävyys kaikkiin koulutuksiin
- Valtio ei enää tue työvoimakoulutuksia

# Toteutussuunnitelma, Työvoimakoulutusten kehittäminen Turun AMK:ssa

## Aikataulu;

huhti – joulukuu 2014 (tarkemmin projektisuunnitelmassa myöhemmin)

## Budjetti;

ARVIO, HUHTI - JOULUKUU 2014		
	HENKILÖMÄÄRÄ	€
Projektipäällikkö		
Asiantuntija (non-stop koulutus)		
Muut asiantuntijat		
Muut kulut		
YHTEENSÄ		

## Liikevaihto (LIB ja TYT) ja kasvutavoite;

Historia ( 2011-2014)	määrä / vuosi	Liikevaihto €/ v	Tavoite liikevaihto €/ v
TYT, Keko koulutukset	x	xx	
LIB, Keko koulutukset	x	xx	
yhteensä	x	XX	XX

★ Kasvutavoite perustuu mm. non-stop koulutus- malliin, jossa hyödynnetään AMKn monialaista olemassa olevaa kurssitarjontaa.



# Lopputulos

- Resurssit;
- Projektipäällikkö Tarja Åberg (TYT) edustus yht 2-3 henkeä LIB, TERHY ja Taideakatemia.
- Ohjausryhmä ja raportointi , sovitaan myöhemmin
- Lopputulos;
- yhdenmukainen hankinta- ja toteutusprosessi (eri mallit)
- edellisten pohjalta ehdotus monistettavuudesta muihin koulutuksiin
- kehitetystä tuotteesta pilotti- ehdotus ELYlle

\* kehittämiseen liittyy tutkimus (MBA työ 2014), jossa tuotteistetaan Keko valmennuskonsepti (TYT)

## APPENDIX 3.

[illegible]

30.3.2012				<b>Kolmikannalla kasvuun business koulutus lukujärjestys</b>				
				<b>28.2-27.8.2012</b>				
						Pros&L	Prosessit ja laatu	
						Pr	Projektityö	
						L	Liiketoimintaosaaminen	
						M&M	Myynti ja Markkinointi	
						ATK	Tietotekniikka	
						O	T	Tekninen suunnittelu ja tuotantoteknologiat
						T&H	T&H	Työelämä tietous ja HOPS
						H	H	Henkilöstö ja kokoustekniikka
						K	K	Kehittämistehtävä
						Pr	O	Orientaatio
						T&H		
						T/Pros&L	<b>Paikka</b>	
						M&M	AMK	Turun Ammatikorkeakoulu, Sepänkatu 1
						ATK	KTK	Koneteknologiakeskus, Lemminkäisenkatu 28, Turku,
<b>9</b>								
28.helmi	tiistai	AMK	A10	Avaus, oppilaitosesittely ja tutustuminen	O	ATK		
29.helmi	keskiviikko	AMK	A10	Koulutuksen esittely, Industria & TE	O	T		
1.maalis	torstai	AMK	A10	Verkottoutuminen	T&H	T&H		
2.maalis	perjantai	AMK	A10	Thomas analyysi/ryhmäytyminen	T&H	H		
<b>10</b>								
5.maalis	maanantai	AMK	A10	Projektinhallinta, Intro	Pr	K		
6.maalis	tiistai	AMK	A10	Ryhmäytyminen	T&H	O		
7.maalis	keskiviikko	KTK	ATK/Freesari	Modernit valmistusjärjestelmät/Prosessit ja laatu, Intro	T/Pros&L	<b>Paikka</b>		
8.maalis	torstai	AMK	A10	Myynti ja Markkinointi, Kansainvälisyys, intro	M&M	AMK		
9.maalis	perjantai	AMK	A12	ATK/Otpima/ HOPS	ATK	KTK		
<b>11</b>								
12.maalis	maanantai	KTK	Verstas	Prosessit ja laatu/Modernit valmistusjärjestelmät, Intro	Pros&L/T			
13.maalis	tiistai	AMK	A10	Liiketoimintaosaaminen Intro	L			
14.maalis	keskiviikko	AMK	A10	Liiketoimintaosaaminen	L			
15.maalis	torstai	AMK	A10	VALINNAISET, HOPS, valmennus työharjoitteluun	T&H			
16.maalis	perjantai	AMK	A10	Innovaatio-osaaminen	T&H			
<b>12 - 13 - 14</b>								
<b>14</b>								
4.huhti	keskiviikko	KTK	Freesari	Tekninen suunnittelu	T			
5.huhti	torstai	AMK	A10	Projektin hallinta, valmennus-caset	Pr			
<b>15</b>								
10.huhti	tiistai	AMK	A10	Prosessit ja laatu, valmennus - caset	P&L			
11.huhti	keskiviikko	AMK	A12	Myynti- ja markkinointisuunnitelma	M&M			
12.huhti	torstai	AMK	A10	case- harjoituksia ryhmässä	M&M			
13.huhti	perjantai	AMK	<b>A10/Artukainen</b>	Ryhmitapaaminen/ Turun sanomat/Industrain kanssa/tutust	M&M			
<b>16 - 20</b>								
<b>21</b>								
21.touko	maanantai	AMK	A10/A12	Johdon laskentatoimi: kannattavuus&analysointi, budjet.	L			
22.touko	tiistai	AMK	A10/A12	Johdon laskentatoimi: suoritekohtainen kust.laskenta, tilinpä	L			
23.touko	keskiviikko	AMK	A10	Projektin hallinta, case- yhteenveto	Pr			
24.touko	torstai	KTK		CAD / Solid works	T			
25.touko	perjantai	AMK	A12 aamup, A10 iltap	ATK/ status/OPAL	ATK			
<b>22- 23</b>								
<b>24</b>								
11.kesä	maanantai	AMK	A10	Prosessit ja laatu- case yhteenveto	P&L			
12.kesä	tiistai	AMK	A10	Kansainvälistymisstrategiat	L			
13.kesä	keskiviikko	AMK	A10	Kansainvälistyminen case- harjoituksia ryhmässä	L			
14.kesä	torstai	AMK	A10	Logistiikka	L			
<b>25- 31</b>								
<b>32</b>								
6.elo	maanantai	KTK		CAM	T			
7.elo	tiistai	AMK	A10	CV & Työnhakuvalmennus/AVOIN	T&H			
8.elo	keskiviikko	AMK	A10	Kehittämistehtävän purku	K			
9.elo	torstai	AMK	A10	Kehittämistehtävän purku	K			
10.elo	perjantai	AMK	A10	Kehittämistehtävän purku/työnhaku	K			
<b>33-34</b>								
<b>35</b>								
27.elo	maanantai	AMK	A10	Päätös				

OPTIONAL TIMETABLE				
			ATK	Tietotekniikka
			T	Tekninen suunnittelu ja tuotantoteknologiat
			T&H	Työelämätietous ja HOPS
			H	Henkilöstö ja kokoustekniikka
			AMK	
Viikko	pvä	paikka	Opetussisältö	aihealue
<b>14</b>				
2.huhti	ma	Leaf	Liiketoimintastrategia, teknologiastrategia	L
3.huhti	ti	Leaf	Tuottavuuden ja jatkuvan parantamisen perusteet	L
4.huhti	ke	Leaf	Ms Office, IT-kartoituksen tulokset ja jatkotyöskentely	ATK
4.huhti	ke	KTK	Modernit valmistusjärjestelmät	T
5.huhti	to	Leaf	Ms Office, Excel, Word, PowerPoint	ATK
5.huhti	to	AMK	Projektin hallinta, valmennus caset	Pr
<b>15</b>				
10.huhti	ti	Leaf	Projektin asetanta ja resurssointi	Pr
10.huhti	ti	AMK	Prosessit ja laatu, valmennus caset	Pros&L
11.huhti	ke	Leaf	Markkinoinnin perusteet, myynti	M&M
11.huhti	ke	AMK	M&M Markkinointi- ja myyntisuunnitelma	M&M
12.huhti	to	Leaf	Kansainvälistyminen, ostot, hankinta, talous ja riskien hall.	L
12.huhti	to	AMK	M&M ryhmäharjoitus	M&M
<b>16</b>				
16.huhti	ma	Leaf	Seurantatyökalut, tuotannonohjaus	Pr
<b>20</b>				
14.touko	ma	Leaf	E-markkinointi, CRM, kotisivut	M&M
15.touko	ti	Leaf Are	Ajankäytön tehostaminen, työpisteet kuntoon	T&H
18.touko	pe	Leaf	Laatu, prosessit, ISO 9001, ympäristö, ISO 14001, TTT	Pros&L
<b>21</b>				
21.touko	ma	AMK	Johdon laskentatoimi: kannattavuus&analysointi, budjet.	L
22.touko	ti	AMK	Johdon laskentatoimi: suoritekohtainen kust.laskenta, tilinpäätös	L
23.touko	ke	AMK	Projektin hallinta, case- yhteenvedo	Pr
24.touko	to	KTK	CAD/Solid works	T
<b>24</b>				
11.kesä	ma	AMK	Prosessit ja laatu- case yhteenvedo	Pros&L
12.kesä	ti	AMK	Kansainvälistymisstrategia	L
13.kesä	ke	AMK	Kansainvälistyminen ryhmäharjoitus	L
14.kesä	to	AMK	Logistiikka	L
<b>26</b>				
25.kesä	ma	Leaf	Mittarit, BSc, itsearviointi, laatupalkintokriteerit	Pros&L
26.kesä	ti	Leaf	Ms Office, Excel, Word, PowerPointin syventäminen	ATK
27.kesä	ke	Leaf	Palvelun merkitys asiakastyössä, positiivisuus	M&M
28.kesä	to	Leaf	Internet, tiedonhaku	ATK
29.kesä	pe	Leaf	Viestintä, käytännön kokoustekniikka	T&H
<b>32</b>				
6.elo	ma	KTK	CAM	T
<b>33</b>				
13.elo	ma	Leaf	Asiakastyö: asenteen merkitys, kontaktointitavat	T&H
14.elo	ti	Leaf	Ms Office, grafiikat, kuvankäsittely	ATK
15.elo	ke	Leaf	Kokoustekniikka: argumentointi, hyvä esiintyminen	T&H
17.elo	pe	Leaf	Myyvä neuvottelutaito	T&H
<b>Yhteensä</b>				